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ABSTRACT

This manual is a guide to basic sources of funding for curriculum change projects and activities in secondary and postsecondary education. Chapter 1 emphasizes the importance of clarifying goals and defining needs. Chapter 2 provides an overview of six types of funding sources: (1) in-house funding, (2) grants from another institution as part of a consortial project, (3) grants from private foundations, (4) grants from government sources, (5) individual donor giving, and (6) support from local groups. Chapter 3 then explains sources of current information on foundations and government agencies and includes sample pages from key resources as appendices. Chapter 4 tells how to find information about the funding sources most likely to be interested in a given project, and chapter 5 recommends strategies for communicating with the potential funding source. Chapter 6 offers suggestions for writing the proposal and a basic proposal outline. Chapter 7 provides advice on the critical issue of calculating how much your project will cost and how to represent these amounts in the grant budget. Finally, chapter 8 considers the outcome of the grant process, whether successful or unsuccessful. (Contains 12 references.) (DB)

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WOMEN in the CURRICULUM

ED 432 958

FUNDING

Obtaining Money for Curriculum Transformation Projects and Activities

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National Center for Curriculum Transformation Resources on Women
1997

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Funding: Obtaining Money for Curriculum Transformation Projects and Activities has been a progressive collaborative effort, beginning as an NCCTRW project that turned into an independent study course for Sarah Jones, a research and development project for Jolie Susan, and a continuing activity for Sara Coulter.

Sarah Jones began the manual when she was working as a graduate assistant for NCCTRW while completing her Master's degree in the Professional Writing program at Towson University. Sarah had already had experience obtaining and implementing government grants and had been attending various grant workshops and seminars to increase her knowledge. Sarah Jones developed the basic structure and content of the manual as an independent study project.

When Sarah Jones graduated, Jolie Susan, Development and Marketing Assistant at NCCTRW, who had been researching grant information, took on the task of developing the manual into its final form. She spent many hours on the phone, in the library, on the Web, taking grant writing classes and attending workshops, talking with grants office experts, and writing copy to produce the excellent, detailed, and up-to-date information that is the current manual.

Sara Coulter, Co-Director and general editor of NCCTRW publications, supervised the work of Sarah Jones and Jolie Susan and wrote various sections of the manual based on her experience with curriculum transformation grants and projects at Towson University.

Sharon Gibson of the Towson English Department played many roles. She was Sarah Jones' professor in the Professional Writing program and also supervised her independent study project which began the manual, she evaluated the completed manual, and she was our model for the kind of faculty member for whom we were writing it.

There were many people involved in answering questions and helping us obtain and clarify information, but special acknowledgement should be given to Mary Louise Healy and Susan Boucher, Towson Office of Sponsored Projects, and to Kathryn Walsh, Towson Development Office.

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Jolie Susan
Sara Coulter
Sarah Jones

INTRODUCTION

This manual is intended to provide an introduction and orientation to basic sources of funding for curriculum change projects and activities in secondary and postsecondary education. It is directed to the teachers, faculty, and administrators who have taken on the responsibility of leading curriculum transformation at their institutions, but who have had little prior experience applying for or administering grants. The manual provides information for those receiving minimal fundraising assistance from their institutions; those with more assistance can bypass some of the information. For most educators, fundraising is usually a self-taught, part-time process that is both confusing and time-consuming. This manual provides guidelines, procedures, checklists, resources, and sample pages from useful documents that are basic to the process.

The authors have written or participated in successful foundation and government grant projects, have attended numerous workshops on grantwriting, and have visited and reviewed the resources at the Foundation Center in Washington, D.C. In addition, we have interviewed academics in postsecondary education with experience in grant funding and have asked them to review drafts of the manual. We have incorporated throughout the manual what we have found to be the most valuable information and advice from all these sources. We would appreciate receiving evaluations and suggestions from our readers (see "Reader Comment" form provided at the end of the manual).

The manual is structured so that you can spend the majority of your time putting the principles to work and finding resources efficiently and quickly. There are four chapters on researching funding sources and three chapters on grantwriting. The chapters follow the order of the grant seeking process: "Clarifying Goals and Defining Needs," "Understanding Types of Funding Sources," "Researching Funding Sources," "Selecting Potential Funders," "Approaching the Funding Source," "Writing the Proposal," "Constructing the Budget," and "Dealing With the Outcome." Appendices provide sample pages of useful government information and locations of The Foundation Centers. Selected references for further reading are provided at the end.

Chapter 1, "Clarifying Goals and Defining Needs," emphasizes the importance of beginning with a clear idea of what you want to do, for whom, and what resources you need to do it. Clearly defining the purpose of a project, the audience it will serve, the budget that will support it, and the types of support needed are absolutely necessary for identifying appropriate funding sources and for convincing a funder that your project is well-planned and appropriate to their funding priorities.

When the project is clearly defined, research into potential funding sources can begin. Chapter 2, "Understanding Types of Funding Sources," gives an overview of six general types of sources, with potential advantages and disadvantages of each: (a) in-house funding from your institution, (b) grants awarded by another institution or organization as part of a consortial project they are administering, (c) grants from private foundations, (d) grants from government sources—federal and state, (e) individual donor giving, and (f) support from local groups.

Chapter 3, "Researching Funding Sources," explains how to find the best and most current information on foundations and government agencies. This chapter describes where to go to research funding sources, what materials to utilize, and the kind of assistance that might be available. Sample pages from key resources mentioned in this section are provided in several appendices.

Chapter 4, "Selecting Potential Funders," will help determine the funding sources most likely to be interested in your project. In most cases, the best strategy is to concentrate on a few well-chosen and well-researched funding prospects. This chapter tells how to find the best information about those prospects. Learning as much as possible about the potential funding agency—its preferences, its philosophies, and other projects it has funded—is time well spent. One of the biggest mistakes that new grantseekers make is submitting a proposal to an agency whose goals do not match their projects' needs.

After you have found some good matches between your goals and those of several funding sources, it is time to start a dialogue with them. Chapter 5, "Approaching the Funding Source," recommends strategies for making this dialogue effective and productive. Contacts with the funding source will make a project visible, provide vital information that may not be available in writing, and allow you to confirm your understanding of the funder's orientation so that you can write the best possible proposal.

Once you have gathered the information you need, it is time to write the proposal. Although you have probably had to describe your project in writing from the beginning to clarify your own thinking and describe your ideas briefly for others, the real work of proposal writing usually occurs after specific funding sources have been identified and their proposal and budget guidelines have been obtained.

Towson University, Baltimore, MD

Chapter 6, "Writing the Proposal," offers writing suggestions and a basic proposal outline.

Chapter 7, "Constructing the Project Budget," provides advice on the critical issue of calculating how much your project will cost and how to represent these amounts in the grant budget. Allow time to learn the basics of budget construction and to make several budget revisions.

The grantmaker's job is to give away money and to try to ensure that it is spent wisely. The better you spend the money, the better the funder looks. If you can find funders whose goals match yours and convince them you have a well-planned project that will help accomplish the objectives of the funding source, you'll probably be successful in obtaining funding. But if you are not successful, you join a large group of good applicants, and all is not lost. Chapter 8, "Dealing With the Outcome," suggests what you may be confronting whether you are successful in obtaining a grant or have to reapply.

CHAPTER 1

CLARIFYING GOALS AND DEFINING NEEDS

Develop the Idea

In our experience, grant projects begin as great ideas or solutions to problems that need to be addressed. A great idea is a wonderful beginning, but it has to be made concrete if it is going to produce a proposal. This is where the hard work begins. Before a great idea can be translated into the specifics of a grant proposal and budget, much brainstorming, research, dialogue, contemplation, and writing has to take place. If you have only limited fragments of time to devote to grant writing, allow a year or so for this work, depending on your goal, starting point, and extent of assistance from others. In the course of trying to be specific while also responding to the suggestions of others and meeting the priorities and guidelines of funding sources, you may lose track of your original intention; thus, it is important to write it down while you are still in the vision stage, even if only as fragmented notes, so that you can refer to it later to see if you are still on course when you may be lost in the labyrinth of the process.

Making the Idea Specific

The simple questions are usually the most difficult. What exactly do you want to do? For whom? Why? Why do you need a grant to do it? How much money do you need and what will you use it for? Who else will be involved? These questions will be asked in one form or another over and over again in the grant process. It is surprising how hard they are to answer well even after much work has been done. The proposal itself is the most detailed answer to these questions, but much shorter summary versions will be needed often as you try to involve others, seek advice, and pursue funding. One grant consultant suggested that you should be prepared to describe the purpose, goals, and a brief outline of your project in the time it would take to travel a few floors on an elevator, or, to adapt this to an academic setting, the time it takes to walk from the parking lot to your office or classroom.

To answer these questions for others, you first have to answer them for yourself. The question "What exactly do you want to do?" assumes that a problem has been identified, that alternative solutions have been evaluated, and that you have chosen a precise solution because you prefer it, because it fits what is possible in your setting, or for other reasons that you can explain. You need to gather evidence as to the existence of the problem and explore alternative solutions. You need to select the solution that you want to pursue and develop explanations for your choice. You need to know or find out if anyone else at your institution, in your state or region, and elsewhere in the United States is doing similar work and how your ideas compare to theirs.

Get Ideas from Other Projects

Talk to people who might know of similar projects or activities being pursued in other locations. Follow up on their suggestions. Unlike academic research in the disciplines, which has a fairly well-known and predictable path as published articles or conference presentations which can be located in libraries or on databases, prior or current work in curriculum or educational change is elusive. Although traditional bibliographies and databases should be checked for whatever they may reveal, a good beginning may be calling someone you know who has been doing this kind of work and asking for further references or resources. Identify the funding agencies or foundations that fund work in your area of interest. For private foundations, review annual reports; for public agencies, request abstracts of the projects they have funded. Review the abstracts for projects similar to yours and call the project director or contact person indicated. (Also see NCCTRW's *Directory of Curriculum Transformation Projects and Activities in the U.S.*)

Add Innovation

Your goal is to clarify your own thinking about what you want to do, but you should be aware that funding agencies usually do not like to simply replicate work that has already been done. Instead, they like to fund innovative projects or at least improvements on existing practice. It often is useful to talk with project directors and read final reports, if you can obtain them, with an eye to what needs to be done now or what has been left undone. In the final proposal, you will need to review existing practice and explain the relationship of your project to it. Therefore, the time it takes to locate and evaluate prior work is time well spent.

Define the Audience

The audience for your project could vary considerably depending on where you want to intersect the educational process. For example, the previous curriculum transformation grants at Towson University have focused primarily on faculty development led by the project directors for the purpose of changing what students receive in the classroom. While faculty were the immediate audience, their students were the ultimate beneficiaries of the projects. The same is true of the current project, the National Center for Curriculum Transformation Resources on Women, except that instead of organizing a local curriculum transformation project, the project directors are providing information for others who want to do so. By focusing on the collection, publication, and distribution of resources for use in faculty development projects led by others, the project directors have chosen to intersect the process at a different point. Defining the audience for your work helps to set limits on the goals you expect to achieve and on the activities that are pertinent.

Plan the Implementation

Once you know what you want to do, why, and for whom, you can turn to how you want to implement your project. This is not as self-evident as it might seem. For instance, implementation of curriculum transformation projects can vary from a one- or two-day conference to a multi-year sequence full of a variety of activities. These projects can include a small or large number of faculty, can be focused on disciplinary or interdisciplinary reading and discussion, can involve students to a greater or lesser extent, and can include conferences, workshops or seminars as part of the experience. (For a fuller discussion, see

the NCCTRW publication, *Getting Started: Planning Curriculum Transformation.*)

The Importance of the Calendar

The project activities, whether minimal or extensive, have to be organized around a calendar that is feasible in terms of the institutional calendar, already scheduled events, the realities of the lives of the participants, availability of facilities, and many other issues. Each activity, while fitting into a larger plan, also has to be individually planned in detail. Otherwise, you will not appear to be knowledgeable, and, more important, you will not know how much money you will need.

Focus on Feasibility

Feasibility is a favorite word in grant proposal guidelines because it is an important consideration that can get lost in the enthusiasm of a project proposal. Is your plan of implementation practical, realistic, actually possible? Do you have enough people, time, and money to do all that you have said you would do? It is better to promise less and do it well than to exhaust yourself attempting the impossible and have to apologize for falling short. Funders will often interpret an overambitious proposal as naive and likely to fail.

Feasibility of the Budget

A check on the feasibility of a grant project is the budget. Some activities or methods of implementation are just too expensive, and less costly alternatives have to be

found or the activities have to be given up altogether. At this early stage of defining goals and clarifying needs, you may not be ready to confront the realities of the budget, but the sooner you can do so, the less likely it will be that you will have to make major revisions in your plan later.

Feasibility of Time

Equally important to feasibility is time. Basic scheduling has to take into account not only the institutional calendar but also individual faculty or teacher schedules which may or may not change over the year and may be interrupted with leaves-of-absence in some cases. Many people are not accustomed to thinking how many hours it will take to complete a task or to prepare for and do follow-up on a workshop, seminar, or conference. As you plan your project and its calendar, try to estimate realistically how much time it takes to prepare for and follow up an activity (workshop, seminar, conference, publication) as well as the time actually spent doing the activity. Your project participants, especially those with major responsibilities like workshop leaders, will also appreciate a generous estimate of the amount of time required to complete a task. Consider ameliorating time problems by reducing the work, increasing the time, or spreading the work over more people. Project directors almost always underestimate the amount of time they will have to spend administering the project and should consider employing co-directors or graduate or student assistants as well as clerical and secretarial help.

Logistic Feasibility

Finally, thinking through the logistics of a project, both physical and psychological, is an additional way to

check its design and feasibility. When designing projects, it is helpful to devote considerable attention to "walking through" the project plans as a way of understanding and evaluating them in as much detail as possible. Imagine yourself in the role of a participant and think how you would respond and what problems or benefits you might encounter if asked to do specific tasks. How convenient or troublesome would you find the schedule? What would make activities appealing and productive? What would you want to gain from this experience, and how would you evaluate it as a recipient? Faculty development, and especially faculty change, is a gradual process. Try to anticipate the needs of faculty at the various stages of this process and structure the project to fulfill them through a logical and coherent sequence of materials and activities. This process of walking yourself through the project allows you to identify serious errors in your plans and revise them.

Include Plans for an Evaluation

Evaluation is of great importance to funders and tends to be the last thing that a project director thinks about while trying to write a proposal. If you do not know anything about evaluation, find someone who does to advise you. Learn as much as you can and need to know for your purposes. For a fuller discussion see another NCCTRW publication, *Evaluation: Measuring the Success of Curriculum Transformation*. Evaluation has to be built into a proposal from the beginning and can be relatively simple and cheap or quite complex and expensive depending on the nature of the project. The National Science Foundation, for example, suggests that five to ten per cent of the budget should be devoted to evaluation. Ideally, evaluation should be taking place constantly while

the project is in progress to help organizers determine the strengths and weaknesses of their activities and revise accordingly. Evaluation results are important in writing annual and final reports and in applying for subsequent funding.

Final Details

Before considering cost and budget in specific detail, review your project goals and plan to be sure that you have created a complete description of what you want to do and how you want to do it. Have any steps been left out? Is there anything else that should be included? Does the calendar work? Should the activities be spread over two years rather than one year, or three rather than two? Have you remembered to allocate at least half of the project director's time to administrative tasks rather than to other kinds of project activities? Do you need more personnel—either faculty or staff? Are consultants utilized at strategic points? Have you anticipated the method of evaluation, using inside and/or outside evaluators? Have you specified how project results will be disseminated to others?

Return to the Budget

The answers have to be very specific—irritatingly specific, because now you have to determine how much your plans will cost and how these costs will be met. Although a typical grant budget may ask for only broad categories of expenses like "personnel" and "supplies," the figures you provide need to be based on specific, detailed calculations. If you have not written grant budgets before, this is the time to find someone who can help you. The

grants office of your institution can usually provide major assistance in constructing the budget.

Be aware that the institution will be expected to contribute directly and indirectly to the cost of the project. Institutional contributions are usually not new cash contributions but rather the value of faculty and clerical time devoted to the grant that will be calculated as a percentage of their regular assignment. Facilities, use of special equipment like computers or video laboratories, and even library acquisitions, may also be counted as institutional contributions. Institutions have different policies as to what can and cannot be used as cost share. You should investigate and understand the different ways in which these contributions can be and are calculated.

On the other hand, institutions incur real costs in grant projects that are traditionally charged to each grant as "indirect costs." These are calculated as a percentage of total salaries and benefits or of total direct costs in the grant budget. The percentage used is established by each institution for all grant projects and is usually called the "negotiated indirect cost rate." The indirect cost rate can be 50% or more of personnel costs and can greatly increase the amount to be requested from the funding source. Funders may establish their own limits on indirect costs or, in some cases, pay none at all. Indirect costs may be negotiated downward on a case-by-case basis, depending on the funding agency and your institution's willingness to reduce them.

You cannot postpone understanding these budget features because you cannot begin meaningful research on funding sources until you have at least an approximate idea of how much money you are going to need—$10,000, $60,000, $200,000, or more. Generally, the larger the

figure, the fewer the number of funding sources. If your project seems to require more money than any one source is likely to provide, you might consider subdividing the activities and seeking smaller amounts of funding for each. Another alternative would be to define a core project that requires more modest funding and to put other activities on stand-by to be added if additional funding becomes available. These alternatives increase the number of sources from which you might obtain funding and may increase your chances of success, but they also increase the amount of time you will devote to the process.

Once you have clarified the goals and defined the needs described above, you have the basic information necessary to begin the search for funding sources.

Time Line for the Grant Application Process

The following estimate of the amount of time that might be typical for each stage in the grant application process is based on the assumption of a faculty schedule that allows only fragments of time here and there, some brief and a few more extended, in which to produce a grant proposal. Ideally, of course, faculty should receive some relief from ordinary duties to write a grant proposal; typically, they do not. The chart on the next page gives an estimate of the amount of time usually required for important tasks. Reality sometimes requires that a proposal be produced more quickly, but this is difficult and usually reduces the chances of success. Before beginning work, be sure to check proposal deadlines.

Grant Application Process: Time Line

TASKS	TIME TO ALLOW
DEVELOP AN IDEA	Varies widely
CLARIFY GOALS/ DEFINE NEEDS	Progressive, maybe a year of discussion, brainstorming, gaining support, putting specifics on paper
NETWORK WITH OTHER PEOPLE WHO WILL BE INVOLVED	Two months
RESEARCH AND SELECT FUNDING SOURCES	Several months, intermittent
DIALOGUE WITH FUNDERS	Several weeks
WRITE THE PROPOSAL	One to several months depending on the complexity of the proposal, including feedback from colleagues on drafts
CONSTRUCT THE BUDGET	Two to three weeks, usually overlaps with stages of writing the proposal
OBTAIN INTERNAL APPROVAL	Two weeks
PRINT/PROOF PROPOSAL AND BUDGET	One week
OBTAIN FINAL ADMINISTRATIVE APPROVALS AND MAIL ON TIME	One week

The process outlined in the chart requires a minimum of one year and may realistically require several years. Since grant applications are often unsuccessful and applicants have to reapply based on annual application deadlines, this is a process that requires long-term commitment.

CHAPTER 2

UNDERSTANDING TYPES OF FUNDING SOURCES

As you begin searching for money to support curriculum transformation work, it is helpful to understand the types of funding sources available. These can be categorized as follows: (a) in-house funding from your institution, (b) grants awarded by another institution or organization as part of a consortial project they are administering, (c) grants from private foundations, (d) grants from government sources -- federal or state, (e) donations from individuals, and (f) support from local groups.

Most of the funding advice in this manual and in other handbooks focuses on writing proposals for private foundation or government grants. However, in-house funding can be equally important, especially for modest activities or for the initial stages of an ambitious project. In addition, consider combining several kinds of funding sources.

In-House Funding

Many curriculum transformation projects with a variety of budget sizes have been funded, either completely

or in part, through existing institutional budgets. Obtaining in-house funds can require a phone call, memo, or competitive application. The response is often rapid, and success within the institution establishes visibility and support that can only strengthen subsequent applications to outside funders. In-house funds can be especially useful for running a small pilot version of a project for which you intend to apply for outside funds.

Although most institutions are not willing or able to fund an entire curriculum transformation project, funds may be combined from several budgets within an institution to provide enough for a major activity. Often the most difficult task is identifying these budgets; they are called different things at different institutions. You need to find out where the funds are and what they are called.

Curriculum transformation projects have received institutional funds from a variety of in-house sources, including discretionary funds, departmental funds, specialized funds, and funds for curriculum development, institutional development or faculty/staff development. Funds may be allocated by the president of an institution, or they may be turned over to various offices and administrators, including vice presidents, provosts, chancellors, deans, a faculty development office, the central administration of a large university system, an office of instructional development or a committee on instructional improvement programs, an office of academic affairs, and even a university union. The challenge is to find out what is available and whom to ask for it. Once these various funds are unearthed, simply asking for money may prove successful.

Administration Contingency Funds

The most common sources of in-house funding for curriculum transformation are the contingency funds of the president, provosts, or deans of an institution. Often these officials take a special interest in the project being designed, and will contribute seed money or full coverage to support faculty study and scholarship.

Faculty Development Funds

Most institutions of any size try to support faculty development or personnel training through a separate office or person charged with this responsibility. Within universities, a faculty development office may offer various kinds of support, such as released or assigned time to work on a project, research funds, summer stipends, funds to attend a conference to present a paper, teaching/departmental enhancement grants, and other incentives according to the priorities and resources of the institution. Money or time for planning and writing a grant may also be available. Time is the resource that employers usually have the power to allocate even if they don't have money. Students can also be utilized in mutually beneficial ways as interns, researchers, and assistants.

Department Funds

Departmental funds may be an option for partial curriculum transformation support. Sometimes departments will have discretionary funds, or they might have funds designated for guest lecturers, departmental colloquia, film series, faculty/staff development, purchase of library re-

sources, or faculty/staff travel. Tapping into some of these funds could help finance a segment of a curriculum transformation project.

Specialized Funds

Institutions usually have specialized funds for which a curriculum transformation project may be eligible. These funds could include monies for artist and lecture series, library resources, travel, equipment, or cultural events.

Student Government Funds

An institution's student government may have funds for guest speakers or other campus activities. Students could propose speakers they think would be appropriate. Partial funding of a campus curriculum transformation project might be of interest to the students.

University Foundations

Many educational institutions have a foundation on campus, which is a separate non-profit organization established to raise money for the institution. Although most of the money raised by the foundation is usually earmarked for specific purposes, a small budget for "institutional priorities" might exist. Talking to people at the campus foundation about making your project a specific priority could prove to be a successful means of generating funds.

Projects Supported with In-House Funding

An example of a successful curriculum transformation project operating with minimal funding was one conducted at Eastern Washington University (EWU). Lee Swedberg, director of the project, developed a model pairing faculty interested in adding gender balance to their courses (but lacking assigned time) with graduate students who had a women's studies minor or comparable experience. The graduate students gathered the resources (for which they were paid a small stipend), and the faculty members revised their courses. The model was later used to reach several other regional institutions, eventually affecting approximately 24 courses in 16 departments. Over a period of five years, the project cost a total of $9,900. Of that total, $4,400 came from internal funding sources (Lee Swedberg, Funding Workshop, NWSA Conference, 1989).

An institution that has provided substantial in-house funding for curriculum transformation is the University of Maryland at College Park (UMCP). According to Betty Schmitz, who was the first director of the UMCP curriculum transformation project, the support was the result of documentation of the educational value of teaching women's studies across the curriculum, and attending to classroom and campus climate issues for women. Schmitz suggests that those seeking institutional funds for curriculum transformation projects should use the UMCP model as an example of an institution that says "curriculum revision is our responsibility, and we're going to do it with our own money" (Betty Schmitz, Funding Workshop, NWSA conference, 1989).

Grants from Multi-Institutional Projects

Opportunities may exist for you to apply to participate in a multi-institutional curriculum transformation project led by another university or professional organization. Institutions or organizations obtain federal, state, and/or foundation funding to conduct multi-institutional curriculum transformation projects. In turn, the project directors allocate portions of the funds to several institutions to conduct their own in-house curriculum transformation projects or to participate in regional projects.

Examples of multi-institutional or consortial projects include, among others, the Western States Project on Women in the Curriculum, the Northern Rockies Program on Women in the Curriculum, The New Jersey Project, the Towson State University/Maryland Community College Project, and the Washington Center/University of Washington Cultural Pluralism Project. Projects organized and administered by centers or professional associations include the American Association of Colleges and Universities' American Commitments: Diversity, Democracy, and Liberal Learning, and the National Council for Research on Women's Mainstreaming Minority Women's Studies Program and their current international project, Women's Studies, Area and International Studies Curriculum Integration Project. Funds for these multi-institutional projects were obtained from The Ford Foundation, the Fund for the Improvement of Postsecondary Education (FIPSE) of the U.S. Department of Education, the New Jersey Department of Higher Education, and in-house sources. (For more information on the above projects, consult the NCCTRW *Directory of Curriculum Transformation Projects and Activities in the U.S.*).

Becoming a participant in a curriculum transformation project consortium may involve responding to a general request for applications, but more often involves participating in the original planning of the grant proposal. There are usually criteria that define who is eligible to apply. For example, applicants might be required to live in a certain geographic region, or to be a member of the organization that is dispersing the funds. Explore what organizations your institution belongs to. Organizations that publish newsletters might announce requests for proposals to participate in multi-institutional projects. Notices may also be posted in journals or newspapers, such as *The Chronicle of Higher Education*. In some cases, a pre-selected list of eligible applicants is prepared, either by the initial funding agency or by the organization or institution that has been awarded the initial funding.

Grants from Private Foundations

In the United States in 1994, private foundations gave away over $11 billion to grantseekers (Renz *x*). There are basically four types of private foundations -- operating, community, corporate, and independent.

Operating Foundations

Operating foundations are those that use their funds to operate their own research oriented or service provider programs, or other charitable programs that they choose to support. These foundations rarely give money to outside organizations (Nauffts 3).

Community Foundations

Community foundations, often named after the communities that benefit directly from their funds, support nonprofit organizations that serve a specific community or region. For example, the Boston Foundation makes grants that "benefit the health, welfare, recreational, educational, planning and housing needs of the Metropolitan Boston area community" (R.R. Bowker 551). If your project is designed to operate on a local level in collaboration with community groups, you might want to investigate community foundations in your area.

Corporate Foundations

Corporate foundations are sponsored by business corporations. While performing philanthropic acts, these foundations also expect to receive some corporate benefit from the grant activities. Corporate foundations usually make grants available in geographic areas where employees are located, and/or support projects that are related to their field of work. For example, a corporation might fund a particular project to foster employee morale (perhaps by improving the quality of life in their community), to educate and/or attract new employees that would be an asset to the corporation (by funding educational programs related to a company's line of work), or to improve its public image. A corporate foundation might also fund projects that will enhance its image or reputation among specific groups, for example, women or minorities. Smaller corporate foundations often tend to support groups or people with whom they do business.

"Corporate direct giving" is a term that refers to all other giving made with a business corporation's assets.

This type of giving is more difficult to research, as corporate direct giving programs are not legally required to make information about their financial and charitable contribu-tions publicly available.

Although corporate grantmaking generally consists of less than 5 percent of total annual philanthropic giving, it is an option that should be explored (Kaplan 12). Refer to "Recommended References" at the end of this manual for resources on corporate giving.

Independent Foundations

Independent foundations are typically sponsored by one person, a family, or a group of individuals (Nauffts 2). Larger foundations usually operate with a paid staff, allowing them the opportunity to consider most of the grant pro-posals that meet their basic guidelines. However, smaller independent foundations may not have the staff to engage in full-scale proposal review and selection. Therefore, they might commit their funds to preselected recipients; that is, they consistently give to the same organizations each year. You would not want to spend time pursuing such foundations. If a foundation gives only to preselected recipients, it will be stated as such in the foundation's description in a foundation directory or other type of funding guide (discussed in Chapter 3).

Foundations that are based in one's geographic locale sometimes prefer to support projects in that region. Pursuing local foundations can be rewarding, since personal contacts may already exist and are more easily cultivated.

According to Helene Scher, former program officer at FIPSE, some of the larger foundations that have

awarded substantial grants for curricular improvement in higher education are The Ford Foundation, The Rockefeller Foundation, The Pew Charitable Trusts, The Andrew Mellon Foundation, the Alfred P. Sloan Foundation, The William and Flora Hewlett Fund, and the Exxon Education Foundation (Helene Scher, Funding Workshop, NWSA Conference, 1989). Scher advises that this list should not be construed as complete, or even entirely relevant today, because the priorities of funding agencies may change over time.

The Ford Foundation has been especially effective in supporting curriculum transformation projects on women and minorities. Many of the large multi-institutional projects listed earlier have been funded by Ford. In addition, Ford has funded numerous projects on individual campuses, including "Incorporating Feminist Scholarship Concerning Gender and Cultural Diversity into the Curriculum" at Augsburg College in Minneapolis, "Toward Transformation of the Curriculum: Courses in Liberal Arts" at Colegio Universitario de Cayey in Puerto Rico, and "Faculty Seminar on the New Scholarship on Women" at Colorado College in Colorado Springs, to list only a few of many examples.

Government Funding

Applying for government grants can be time-consuming, but the monetary reward can be worth the time invested. Government grants are available through federal, state, and local government agencies, and are sometimes larger than those awarded by private foundations. Government grant programs are usually quite competitive.

Federal Government

According to *The Complete Grants Sourcebook for Higher Education*, "the federal government is the largest single grantor to higher education" (p.2). Although the federal government offers several different types of grants, project grants are the most relevant type for curriculum transformation work.

The National Endowment for the Humanities (NEH) and the U.S. Department of Education (USDE) are the federal agencies that in the past have been the most likely to fund curriculum transformation projects in higher education. However, in 1992 the National Science Foundation (NSF) created a grant program for women and girls, under which they have funded projects intended to foster the participation of women and girls in science, mathematics, and engineering.

The National Endowment for the Humanities has been funding curriculum transformation projects on women since at least the early 1980s. Examples include "Faculty Development Seminar on Women's Studies" at Lewis and Clark College; "Women's Studies in the Humanities Curriculum" at the University of Arizona; and "Teaching Packets on Women in Africa, Asia, Latin America and the Caribbean, and the Middle East" at University of Illinois at Chicago. More recently, NEH projects have included "Engaging Cultural Legacies: Shaping Core Curricula in the Humanities" at UCLA and "The Cultural Foundations Component of General Education" at St. Edward's University.

The U.S. Department of Education has funded curriculum transformation projects on women through several agencies but primarily through FIPSE, the Fund for the Improvement of Postsecondary Education. During

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the 1980s these projects included among others, "Toward a Balanced Curriculum" at Wheaton College; "Integrating Women's Studies into the General Education Program" at University of Wyoming; "Integrating the Scholarship on Women into the Liberal Arts Curriculum" at Towson State University; "Curriculum Development Project" at Greenfield Community College (MA); and "Citizenship and Change: Women and American Politics" at the American Political Science Association. More recently FIPSE has funded the National Center for Curriculum Transformation Resources on Women at Towson State University to help centralize information on curriculum transformation on women.

Another agency of the U.S. Department of Education, the Women's Educational Equity Act Fund (WEEA), provided support in the late 1970s for many early projects in higher education but has focused on K-12 in more recent decades. Early projects funded by WEEA included "Sex and Gender in the Social Sciences: Reassessing the Introductory Courses" at Utah State University; "Seeking Women's Equity Through Curriculum Reform" at Montana State University; and "Females in Engineering...Methods, Motivation, Experience" at New Jersey Institute of Technology.

The National Science Foundation (NSF) has recently become active in supporting curriculum transformation work focused on women and girls in math, science, and engineering. At the University of Washington, NSF funded the "Mathematics Through Science" project which emphasized gender and ethnic orientations, and "Summer Science for Girls." In South Carolina, NSF funded a "System Model Project for the Transformation of Science and Math Teaching to Reach Women in Various Settings." Currently, NSF is funding a series of conferences focused on "Race, Gender, and Introductory Economics."

State Government

State governments may also offer grants for higher education. In the past, New Jersey has been a model of how state government can support curriculum transformation. Over a period of eight years until its demise in 1994, the New Jersey Department of Higher Education contributed over $1 million for gender-related activities at institutions of higher education in that state. Funds were used to support a variety of activities, including statewide conferences, summer institutes, and regional and local activities on campuses. These types and amounts of funds were obtained through extensive research, lobbying, networking, and an interest in feminist scholarship within the New Jersey Department of Higher Education (Paula Rothenberg, Funding Workshop, NWSA Conference, 1989).

State governments may also fund state or regional centers focused on curriculum or faculty development. These centers might be interested in a curriculum transformation project as part of their work. The Washington Center for Improving the Quality of Undergraduate Education located at Evergreen State College has organized activities for the State of Washington, including recent work, in collaboration with the University of Washington, focusing on cultural pluralism. The Southwest Institute for Research on Women located at the University of Arizona has organized many curriculum transformation activities of regional and national scope.

State Humanities Councils

State humanities councils could be potential sources of funding for lectures, seminars, symposia, reading/

discussion groups, and project publications, as well as other types of activities. For example, the New Jersey Committee for the Humanities has funded several innovative projects, including curriculum evaluation, programming, and faculty development. In Arizona the Humanities Council funded a project on "Interpreting Gender, Technology, and Rapid Growth: Programs for Arizona Museums." All states, as well as the District of Columbia, Puerto Rico, the U.S. Virgin Islands, the Northern Mariana Islands, American Samoa, and Guam have humanities councils. Events funded by state humanities councils usually require that the general public be invited to participate in or attend the project or activity.

Donations from Individuals

In 1994, United States philanthropic giving totaled over $129 billion. Of that total, the largest amount, $105 billion, came from individual donors (Kaplan 12).

Establishing an endowment fund, while often a lot of work, could prove to be a successful means of supporting an ongoing project or activity. Endowment funds are financial donations given by individual donors that are retained in an account, with the interest earned being the only amount that is used by the recipients.

With the assistance of a "strong feminist" in the development office of her university, Sue Rosser, first director of Women's Studies at the University of South Carolina, raised over $330,000 from individual donors when it seemed unlikely that the Women's Studies department could obtain foundation or government funding. What they discovered was that a huge amount of wealth was going untapped, because the interests and issues

relevant to female alumnae had been ignored. In many cases the women had been deleted from the development office's database if they were married to an alumnus (Sue Rosser, Funding Workshop, NWSA Conference, 1989). Traveling throughout the state, Rosser and the development officer spoke to many groups and individuals about women's studies. In this way they were able to educate people about the need for curricular reform, and obtain their financial support for the University of South Carolina project.

Another example of a successful endowment campaign is the experience of Jean Fox O'Barr, first director of Women's Studies at Duke University. Between 1986 and 1991, a successful million-dollar endowment campaign was launched for the Duke Women's Studies program.

O'Barr believes that women do not donate funds to their alma maters as often as men for several reasons. She contends that "giving money is synonymous with directly using power, a practical and psychological move still unfamiliar to most women" (O'Barr 224). In addition, women have not been asked to give money to support their own values and objectives.

O'Barr and her co-fundraisers came up with a unique approach to encouraging alumnae to support the Women's Studies program at Duke. During the five-year endowment campaign, alumnae were invited to attend several weekend-long symposia. The focus of the symposia was to present the attenders with information pertaining to "the historic efforts of women to get an education . . . [and] women's current push for personal achievement" (O'Barr 227). The Women's Studies department also created a Women's Studies newsletter and a Friends of Women's Studies organization, as additional means of reaching potential donors.

Based on the success of the Duke Women's Studies endowment campaign, O'Barr advises that "raising funds from women for feminist educational projects requires that alumnae themselves come to see what was missing in their own education, learn how the new scholarship on women fills in gaps that they had not previously named, and believe that younger women and men will begin their adult lives better equipped than they were" (O'Barr 233).

It is important to have the support of and to coordinate one's initiatives with those of the institution, especially the development office, before embarking on an individual donor fundraising campaign. The development office can also be of assistance in several ways, including developing a campaign strategy, providing lists of alumnae, and identifying contacts and possible donors for a curriculum transformation project.

Local Groups

Some people have been effective in securing funding for curriculum transformation activities from organizations located in their geographic area. Groups to approach might include local chapters of the National Organization for Women (NOW), Business and Professional Women's Associations, and other organizations that focus on women's issues. These groups can be found in a local telephone directory and contacted directly.

Works Cited

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CHAPTER 3

RESEARCHING FUNDING SOURCES

Information on funding can be obtained from various sources, including: 1) your institution's library and grants office, 2) state agencies working with education and assistance funding, 3) the Foundation Center, 4) the federal government, and 5) the Internet.

Identifying the information available within your own institution is a good way to begin your funding search. The grants office or its equivalent on your campus should have information on both private foundations and government funding that is pertinent to higher education. Major reference publications and a number of useful books of advice on grant funding are likely to be available there or at the library. This office will also become an important source of assistance, advice, and review as you proceed. Take advantage of their expertise and experience.

From your state government, you should be able to obtain information on state funding, on federal programs administered through the state, and on private foundations located within the state. States have different ways of organizing their offices and their sources of information, but a little work and a few phone calls should identify your state's orientation and resources.

The Foundation Center is a nonprofit clearinghouse containing extensive information on private foundations. It produces many useful publications, provides a library of reference materials, has a computer database of foundation funding information, and maintains extensive files on individual foundations. Although much of its information is available via the Internet, a trip to one of the Foundation Center regional offices would allow you to review its complete resources and participate in one of its workshops.

From the federal government you can obtain information on all federal funding from comprehensive government publications, such as The *Catalog of Federal Domestic Assistance* and the *Federal Register* (see Appendices A and B for assistance in using these publications). If you have identified individual agencies administering a grant program, such as the Fund for the Improvement of Postsecondary Education (FIPSE) or the National Science Foundation (NSF), you can contact them directly.

The Internet has become a useful research tool for various funding sources. There are many gopher and World Wide Web sites that contain information about private foundations and government funding. There are also several sites offering information and advice on grant-writing and other types of fundraising.

Keep in mind that an agency's funding priorities may change. The past is not always an indicator of the present or future. Be sure to obtain the latest information on funding priorities and communicate regularly with those knowledgeable about funding in your area of interest.

In-house Information

When seeking information on funding sources of all kinds, there are probably several places within your own institution that contain the resources necessary to conduct your research. The most likely locations for information are the library and the offices that specialize in fundraising or grants.

Grants Office

Most educational institutions have an office where one goes to get internal approval for grant applications called the grants office, office of research administration, office of sponsored projects, or something similar. This office can be a valuable source of assistance, providing services such as the following:

Computer Funding Search

Conducting and obtaining a computerized search of government and private funding sources, often called a SPIN (Sponsored Programs Information Network) or IRIS (Illinois Researcher Information Service) search, may be just a matter of explaining your project to staff at the grants office and providing them with a list of key words applicable to the project. They will then tap into a nationwide database and generate a list of possible funding sources.

In addition, your grants office might subscribe to one of the computerized funding databases on a university-wide basis. If this is the case, you should be able to conduct your own search via the Internet. Contact your institution's grants office to inquire. At minimum,

IRIS allows anyone with Internet access to view upcoming deadlines in twenty different academic disciplines. IRIS can be viewed on the Internet at http://www.grainger.uiuc.edu/iris/. SPIN is accessible at http://spin.infoed.org/New_Home/spin.htm. (See Appendix C for an example of a printout of an IRIS computer search.)

Library of Information on Funding Sources

- Foundation Center publications (see page 39 for more information about the Foundation Center)
- Funding newsletters
- The *Catalog of Federal Domestic Assistance* (see Appendix A)
- The *Federal Register* (see Appendix B)
- Other publications that deal with researching funding sources as well as proposal preparation.

Files of Information on Funding Sources

- Current application guidelines
- The most recent list of grant awards, as well as past awards.
- Annual reports
- Tax returns from foundations
- Other relevant information, including newspaper clippings and staff notes in reference to past contacts with a funding agency.

Federal Register Information

Some grants offices scan the *Federal Register* (the official government publication announcing, among other things, the availability of grants) on a daily basis to identify federal grant opportunities pertinent to an institution. It is a good idea to make one's grants office aware that funds are being sought for a project, so that the office can keep that project in mind when reading the *Federal Register* (Appendix B).

Assistance in:

- Making contact with program officers of a funding agency.
- Reviewing proposal guidelines with you.
- Developing the proposal, including the narrative and budget. The grants office can provide help in formulating the budget within institutional and agency guidelines, but they cannot write the proposal for you. Only the person working on the project is adequately qualified to do this.
- Filling out federal funding forms, which are often quite extensive.
- Reviewing what is to be submitted and supplying any necessary additional information.
- Obtaining the signature of the president or other authorizing official.
- Obtaining a letter of endorsement from university officials, the president and/or the provost.
- Making copies of the proposal.

- Mailing the proposal. Often the grants office will have a budget for overnight mail or courier service.

Development Office

The development office, the arm of an institution that specializes in fundraising, could be helpful in several ways. Because they have expertise in the area of local foundation, corporation, and individual donations, they may be able to identify and help make contacts with potential local funders. Communicating your funding needs to the development office staff will allow them to keep your project in mind when developing relationships with potential donors. Your institution's development office might also be able to provide you with a computerized funding search. Some development offices are willing to review and revise proposals, and advise on correspondence with local grantmaking agencies. They might also help you contact a funder, schedule an appointment, and even accompany you when you meet with an individual donor or a foundation officer.

In any event, it is a good idea (and required at some institutions) to notify the development office before you contact an individual, a corporation, or a foundation. It may impact negatively on your chances of obtaining funds if two people or departments on campus approach a potential funder at the same time.

Library

Your institution's library is likely to contain foundation directories, government catalogs, and books on how to apply for grants and write proposals. These materials are also available in most large public libraries. Many libraries are official depositories for federal government

materials, including the *Catalog of Federal Domestic Assistance* and the *Federal Register*. Libraries that have been designated as Foundation Center cooperating collections will have a larger selection of foundation grant resources (see page 39 for a discussion of Foundation Center cooperating collections). Grantseekers who are faculty members of an institution may be able to request that their library order fundraising resource materials that are not currently part of the library's holdings.

State Government Funding

A good way to begin researching state government funding is to identify the state agency most closely related to the focus of a project, such as a state's Department of Higher Education.

Many states publish a **catalog of state assistance programs** containing information on all state agencies offering financial and non-financial assistance to local government entities, for-profit, as well as nonprofit organizations, and individuals. Some state departments that offer financial assistance publish **newsletters** announcing, among other things, the availability of grants.

Many, but not all, states have designated a specific government agency as the state's office that reviews federal grant proposals and makes decisions about the allocation of state grant funds, called the **Single Point of Contact** (SPOC). A state's SPOC should have information pertaining to whether a state publishes a catalog of state assistance programs (this is often the office that is charged with generating such a publication), and may be able to offer alternative ways to identify state funding

sources if a catalog does not exist. This office might also publish a newsletter that includes notification of the availability of grants. Refer to the most recent *Catalog of Federal Domestic Assistance* (CFDA) for a complete list of SPOCs (39 states are represented at this writing), or view them on the U.S. Department of Education's World Wide Web site at http://gcs.ed.gov/gophroot/3grants/2can/8appendx.txt.

If your state has not designated a SPOC, there are other ways to find out about state and local funding. Every state has a **State Directory**, which should be available at a public library, state government office, or on your state's World Wide Web site. Within the State Directory, a logical place to inquire about local government funding would be the office that processes grant applications, or any office that deals with money, for example, the Office of Budget and Management. Your state's Office of Planning, or any office designated as a state clearinghouse might also be able to give you information and direction about state government assistance programs. When you make contact with the right source, be sure to ask about these helpful resources, as well as whether any of this information is available on-line to computer users. Links to various states' World Wide Web sites may be accessed at http://www.piperinfo.com/~piper/state/slmd.html.

To obtain the support of state government, Paula Rothenberg, director of The New Jersey Project, a statewide curriculum transformation effort, suggests finding out who in state government is in charge of higher education, and who has supported or is supportive of innovation in education. Once you have identified these supporters, provide them with examples of statewide or systemwide projects elsewhere (Paula Rothenberg, Funding Workshop, NWSA Conference, 1989). To obtain material about the New Jersey Project model send a

written request to: The New Jersey Project, White Hall 315, William Paterson College, Wayne, New Jersey 07470; or telephone (201) 595-2296.

Private Foundation Funding

The Foundation Center

The Foundation Center is the best place for "one-stop shopping" for information on giving by private foundations. It is an independent national service organization created and supported by foundations to provide funding information to the public about foundation giving. There are five libraries operated by the Foundation Center located in the United States, and there are over 200 cooperating collections located in 50 states, as well as Puerto Rico, the U.S. Virgin Islands, Australia, Canada, England, Japan, and Mexico (see Appendix D for a list of locations).

Consider yourself fortunate if you have access to one of the Foundation Center libraries, located in Washington, DC, New York, Cleveland, San Francisco, and Atlanta. These offices house a vast quantity of resources and reference guides for the foundation grantseeker, such as:

- Current editions of foundation directories, which list and give pertinent information on U.S. foundations of varying sizes, including:

  The Foundation Directory (foundations that have assets of at least $2 million or distribute $200,000 or more yearly in grants).

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The Foundation Directory Part 2 (foundations with annual grant programs ranging from $50,000 to $200,000).

National Directory of Corporate Giving (listing over 2600 corporate philanthropic programs).

- A series of grant guides, which describe foundation grants of $10,000 or more, and a series of foundation directories, which give important information about many foundations. Cataloged by subject area, series titles include the following topics:

  Arts, Culture and the Humanities
  Elementary and Secondary Education
  Higher Education
  Libraries and Information Services
  Medical and Professional Health Education
  Minorities
  Science and Technology Programs
  Social and Political Science Programs
  Women and Girls

- Indices of many of the most recently awarded foundation grants, listed by subject area, geographic location, type of support, and grant recipient, such as *The Foundation Grants Index.*

- *FC Search: The Foundation Center's Database on CD-ROM*, a compilation of all of the Foundation Center's information on foundations and corporate givers, with the capability of conducting searches to generate targeted funding prospect lists.

- Periodicals geared toward the fundraiser. For example, *Whole Nonprofit Catalog* is a useful publication that gives current fundraising advice for all types of nonprofit organizations.

- Books on how to go about preparing a grant request once you identify a potential funding source. The Foundation Center's *Guide to Proposal Writing* is an especially helpful book.

In addition, the Foundation Center carries many more publications, including many that are available for purchase (see "Recommended References").

The Foundation Centers maintain files on most U.S. foundations, including annual reports (if available), application guidelines, and newspaper articles about the foundation in question. What is especially unique about the Washington, D.C. and New York Foundation Centers is that they both carry *complete sets* of all U.S. IRS Form 990-PF tax returns, the annual tax form required of all U.S. private foundations (see Appendix E for a sample 990-PF). The Cleveland office houses foundation tax returns for the midwestern states only, the San Francisco office houses foundation tax returns for the western states, and the Atlanta office houses foundation tax returns for the southeastern states. The 990-PF is particularly useful in analyzing whether a grantmaker might fund your project because it lists all grants awarded during a given year, as well as revenues and expenses. For smaller foundations that do not publish Annual Reports, the 990-PF may be the best clue as to what types of organizations and projects they tend to fund. IRS 990-PFs at the Foundation Centers are contained on microfiche aperture cards.

The Foundation Centers conduct free, regularly scheduled orientations to the Centers. It is a good idea to attend one of these sessions, if possible, since the large amount of information available at the Foundation Center can initially be overwhelming. In addition, workshops on various fundraising topics, including grantseeking basics and proposal writing, are also frequently offered.

If you don't have easy access to one of the five Foundation Center libraries, you may still be able to find the information you need at a Foundation Center Cooperating Collection. To become a Cooperating Collection, libraries, community foundations, and other nonprofit agencies must agree to "provide free public access to a basic collection of Foundation Center publications during a regular schedule of hours, offering free funding research guidance to all visitors" (Foundation Center Cooperating Collections flier 9/94). At minimum, cooperating collections carry a core set of resources published by the Foundation Center. Some collections own copies of *FC Search: The Foundation Center's Database on CD-ROM*. Many also provide files of information on foundations located in their geographic region, including Annual Reports, application guidelines, news articles, and IRS Form 990-PF returns. If a cooperating collection does not have a 990-PF for a particular private foundation in the United States, they may be able to order it from the Foundation Center in New York.

To avoid wasting time when you visit the Foundation Center, familiarize yourself with the organization of its resources through *The Foundation Center's User Friendly Guide*, which can be ordered directly from The Foundation Center in New York. There is also an Internet version of the *Guide* available on the Foundation Center's World Wide Web page. It can be viewed at http://fdncenter.org/fundproc/ufgbeg.html#typeapp .

Information from two Foundation Center publications is also available through computer databases that can be accessed through DIALOG Information Services. Database #26 is the Foundation Center's *Foundation Directory*. It provides information on over 41,000 foundations. Database #27 is the Foundation Center's *Foundation Grants Index*, which contains information about

grants that have been awarded by U.S. foundations during the previous year.

Updated regularly, sample records of these two databases, as well as costs associated with using DIALOG, can be viewed on the World Wide Web. Database #26 can be accessed at: http://www.dialog.com/dialog/databases/netscape1.1/b10026.html . Database #27 can be accessed at: http://www.dialog.com/databases/netscape1.1/b10027.html .

Although the use of this system can be somewhat costly (especially if you have never used it before), it is a fast method of beginning your research of funding sources. It could prove cost efficient if you consider the value of your time or the expense of a research assistant. For more information on accessing The Foundation Center's computer databases through DIALOG, contact the Foundation Center online support staff at (212) 620-4230, or call DIALOG at 1-800-334-2564.

The Foundation Center has much of its information available on the Internet, including: a list of locations, "Foundation Folders" containing information about individual foundations, links to foundations that have their own web sites, grant seeking advice, a catalog of publications and services, the Foundation Center Annual Report, and its periodical *Philanthropy News Digest.* This information is accessible on the World-Wide Web at http.//fdncenter.org.

State Attorney General's Office Foundation Information

In addition to filing an IRS 990PF with the federal government, most foundations are required to file the same tax return with the state attorney general's office in the

state where they are located. Based on this information, some states publish an index or a directory listing information about local foundations. Although these publications vary in content, they often include address, contact person, application information, and a list of grants given (including amounts) for the most recent fiscal year. This type of resource might be available at one or all of the funding research centers previously discussed in this chapter, including an institution's development office, grants office, library, or the Foundation Center.

For a bibliography of local foundation directories for several states, refer to the latest edition of the Foundation Center's *National Book of Foundations*, or to Appendix B: State and Local Directories of Funders, in the Foundation Center publication *Foundation Fundamentals*. In addition, a call to your state attorney general's office will confirm whether an index of local foundation reports exists. If such a publication is not available for a given state, the state attorney general's office may still be able to provide copies of 990-PFs.

One of the benefits of a state directory of local foundations is that personal contacts are often more likely with local foundations, as opposed to foundations that are based in other states. For example, someone who is involved in your project may know someone on a local foundation's board. Developing working relationships with foundation board members or trustees can be helpful in obtaining foundation funding.

Corporate Giving Information Sources

There are several resources available for researching corporate foundations and direct giving programs, including the Taft Group's *Corporate Giving Directory*, and the

Foundation Center's *National Directory of Corporate Giving* and *Corporate Foundation Profiles*. For a thorough list of reference books, directories, periodicals, and other useful corporate funding research tools, refer to Appendix A: Additional Readings, in the Foundation Center's *Foundation Fundamentals*.

Federal Government Funding

Information about government funding can be difficult to locate and, once found, might seem confusing. *The Catalog of Federal Domestic Assistance* (*CFDA*) is probably the best source for federal government grant-seekers who are just beginning their search. It will help you identify the federal government agencies that might fund the type of work that you are doing. The *CFDA* is available at federal depository libraries, with at least one in every Congressional district, and through the Internet at http://www.gsa.gov/fdac/ . (See Appendix A for a detailed explanation of the *CFDA*.)

Once a federal grants program has been identified as a potential source of funding, telephone the agency's contact person and ask to receive literature about the agency's funding programs, and to be put on their mailing list to receive an application as soon as it is available.

When a federal grant program is officially accepting applications for funds, the administering agency is required by law to publish an announcement in the *Federal Register* (*FR*) called a **notice inviting applications** for the grant (see Appendix B for a description of the *Federal Register* and for instructions on how to use it). The *FR* is published every working day by the Government Printing Office, and is available in print at federal depository libraries and on

the Internet at http://www.access.gpo.gov/su_docs/aces/aces140.html. If you are having difficulty obtaining application information about a particular federal grant program, refer to the *FR* for timely information.

A *Guide to Federal Funding Opportunities* prepared by the National Council for Research on Women (NCRW) lists all the federal agencies with funding programs that might be relevant to women. The *Guide* provides the name of the agency (Department of Agriculture, Commerce, Education, etc.) and of each program within the agency (Undergraduate International Studies and Foreign Language Programs, Educational Partnerships, Environmental Education and Training Program, etc.), including a brief description of the program objectives and the name and telephone number of the office to contact for further information. The *Guide* can be ordered from NCRW, 530 Broadway at Spring Street, 10th Floor, New York, NY 10012-3920. For more information, contact NCRW at (212) 274-0730.

As discussed in Chapter 2, federal funders whose guidelines have been appropriate for curriculum transformation are the U.S. Department of Education, the National Endowment for the Humanities (NEH), and the National Science Foundation (NSF). Each of these agencies has a section in the *Catalog of Federal Domestic Assistance*, describing the grant programs they offer.

U.S. Department of Education

The U.S. Department of Education has many grant programs. The program which has funded major postsecondary curriculum transformation projects in the past is the Fund for the Improvement of Postsecondary Education (FIPSE). However, do not dismiss the possibility that an

agency might fund a particular kind of project simply because they have not done so in the past. For example, although the Women's Educational Equity Act (WEEA) program has typically supported K-12 and adult education projects, WEEA could also be a possible funding source for curriculum transformation projects in higher education.

The Fund for the Improvement of Postsecondary Education (FIPSE) was established to "assist educational institutions and agencies in improving postsecondary educational opportunities" (34 C.F.R. 630.1), including "encouraging the reform, innovation, and improvement of postsecondary education, and providing equal educational opportunity for all" (20 U.S.C. 1135).

FIPSE's **Comprehensive Program** competition is probably the most relevant of their programs to curriculum transformation work. It is broad in scope in that it supports many different types of projects that "respond to immediate problems or issues. . ." (34 C.F.R. 630.11). In some years FIPSE also runs **Special Focus Competitions**, which target projects that address specific topics. (See Appendix A for a sample FIPSE entry from the Catalog of Federal Domestic Assistance (CFDA) and Appendix B for a sample notice in-viting applications for the FIPSE Comprehensive Program.)

Keep in mind that FIPSE is interested in funding highly innovative projects or those that improve on earlier models. If your curriculum transformation project is based on an already existing model, it may not be competitive in this program unless there is something unique about it. For example, FIPSE might consider funding your project if it is being applied to a different population group than the original model. Although FIPSE identifies in its program guidelines several areas of higher education in need of improvement for which it will consider

granting funds, Eulalia Cobb, a former program officer at the agency, stresses that these purposes are not absolute. They are merely suggestions to encourage thinking about ways to improve postsecondary education. FIPSE will consider other ideas as well. The contact person for a FIPSE grant program should be telephoned to discuss your innovative ideas.

To identify the contact person for a specific FIPSE grant program, refer to the most recent Catalog of Federal Domestic Assistance, or access FIPSE's site on the World Wide Web at http://www.ed.gov/prog_info/FIPSE/. For more information write to: The Fund for the Improvement of Postsecondary Education, 7th & D Streets, S.W., Room 3100, Washington, D.C. 20202-5175. FIPSE can also be reached by telephone at (202) 708-5750, and by e-mail at FIPSE@ed.gov.

The **Women's Educational Equity Act (WEEA)** program is administered by the Office of Elementary and Secondary Education of the U.S. Department of Education. The WEEA Program was established to "provide educational equity for women in the United States," and to "prohibit sex discrimination in federally assisted educational programs" (Women's Educational Equity Act Program, Report of Activities 1988-1992, U.S. Department of Education 1).

WEEA's more recent amendments include funding for women who experience multiple discriminations including gender, race, ethnicity, physical disability, and age. Although WEEA usually supports K-12 and adult vocational and/or continuing education, they may be interested in post-secondary curriculum transformation, especially collabo-rative projects between postsecondary and elementary and/or secondary education. For more information on WEEA's current funding priorities, write to the Equity and Educational Excellence Division, Office of Elementary

and Secondary Education, U.S. Department of Education, Washington, DC 20202, or contact them by telephone at (202) 260-2670.

There may be additional funding opportunities within the USDE that do not specifically focus on gender issues, but that can be used if the curriculum transformation work is targeted to specific topics or areas, such as international or regional studies. For example, the Southwest Institute for Research on Women has had three, three-year projects funded by USDE International Studies program: (1) "Integrating Women Into International Studies," (2) "Teaching Women's Studies from an International Perspective," and (3) "Strengthening the Teaching of Middle Eastern Studies and Arabic," which focused on integrating material on women into area studies, specifically the Middle East.

For additional information on USDE grant programs, request the *U.S. Department of Education Guide to Programs* by writing to the U.S. Department of Education, Management Support Division, GCS, Room 3616, ROB, Washington, DC 20202-4653, by telephone at (202) 708-8773, or by e-mail by sending the message "send catalog" to almanac@inet.ed.gov. USDE grants information, including the guide to programs, *Federal Register* announcements posted by the USDE, requests for proposals, and other pertinent information, is available on the World Wide Web at: http://gcs.ed.gov/ .

National Endowment for the Humanities

The National Endowment for the Humanities (NEH) has several grant programs that support a variety of activities. According to the NEH, "The term 'humanities'

includes, but is not limited to, the study of the following: language, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; archaeology; comparative religion; ethics; the history, theory, and criticism of the arts; those aspects of social sciences which have humanistic content and employ humanistic methods; and the study and application of the humanities to the human environment with particular attention to reflecting our diverse heritage, traditions, and history and to the relevance of the humanities to the current conditions of national life" (NEH Applications Guidelines for Education Development and Demonstration, OMB No. 3136-0134).

The NEH's Division of Research and Education funds several activities that might support curriculum transformation. Education Development and Demonstration grants include Humanities Focus Grants, Materials Development Grants, Curricular Development and Demonstration Grants, and Dissemination and Diffusion Grants. Grants for seminars and national institutes in the humanities are also available. In addition, the Division of Research and Education offers grants for fellowships and stipends, research, and independent study.

For additional information, or to request NEH publications including grant program guidelines and annual reports, write to NEH at: National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506; telephone the Public Information Office at (202) 606-8400; or send an e-mail to info@neh.fed.us. The NEH's Division of Research and Education can be reached by phone at (202) 606-8200, and by e-mail at research@neh.fed.us or education@neh.fed.us. The NEH World Wide Web site, which includes descriptions of NEH grant programs, deadline announcements, and application guidelines, can be accessed at http://ns1.neh.fed.us/ .

National Science Foundation

Within the National Science Foundation (NSF), the Directorate for Education and Human Resources (EHR) is probably the most likely NSF office to fund curriculum transformation projects in higher education. The EHR's Division of Undergraduate Education (DUE) offers several grant programs, including Undergraduate Faculty Enhancement, and Course and Curriculum Development.

The EHR's Division of Human Resource Development (HRD) "has primary responsibility for broadening participation of underrepresented groups in science, engineering, and mathematics (SEMS)" (HRD Web Page, 4/25/97). While grant applications that address the participation of women and girls in SEMS are encouraged in all of the EHR programs, specific programs and initiatives exist within the HRD. Grant programs for women and girls have included Model Projects for Women and Girls, Experimental Projects for Women and Girls, Information Dissemination Activities, and Implementation and Development Projects for Women and Girls.

Guidelines for the Program for Women and Girls in Science, Engineering, and Mathematics may change frequently. For the most current information contact the Division of Human Resource Development by telephone at (703) 306-1637, or write to Programs for Women and Girls, Division of Human Resource Development, Directorate for Education and Human Resources, National Science Foundation, 4201 Wilson Boulevard, Arlington, VA 22230, or send an e-mail request to hrdwomen@nsf.gov .

The National Science Foundation publishes an annual guide to programs, listing all of the NSF grants offered for a given year. To receive the most recent copy request NSF95-138, the number of copies you would like, and

your complete mailing address by writing to: Forms and Publications, NSF, Room P15, 4201 Wilson Boulevard, Arlington, VA 22230; telephone (703) 306-1130; fax (703) 644-4278; or send your request by e-mail to pubs@nsf.gov.

Much of the NSF's funding information is available on-line to computer users. NSF has an extensive World Wide Web site, including information on grant opportunities, which can be accessed at http://www.nsf.gov/. The *NSF Bulletin*, a monthly publication providing program dead-lines and target dates for proposals for all upcoming NSF grants, is available on the NSF web site.

The Internet

If you have access to the Internet, a lot of your funding research can be done through a personal computer. The Internet is a very convenient tool for researching several kinds of funding sources, but will not answer all of your questions. While many government agencies, private foundations, and non-profit organizations have a presence on the Internet, there are still many more who have not had the time, resources, or technological expertise to participate yet. Do not rely solely on Internet resources when seeking funding for your curriculum change project. You will still need to visit libaries and contact many funding agencies to successfully conduct your research. Below is a list of useful Internet addresses, including World Wide Web sites classified by types of funding information available at each site.

Federal Government Funding Information

Catalog of Federal Domestic Assistance

http://www.gsa.gov/fdac/

Federal Register

http://www.access.gpo.gov/su_docs/aces/aces140.html

U.S. Department of Education

http://www.ed.gov/

Grants and contracts information

http://gcs.ed.gov/

Fund for the Improvement of Postsecondary Education

http://www.ed.gov/prog_info/FIPSE/

National Endowment for the Humanities

http://ns1.neh.fed.us/

National Science Foundation

http://www.nsf.gov/

State Government Information

State Web Sites

http://www.piperinfo.com/~piper/state/slmd.html

State Humanities Councils

http://ns1.neh.fed.us/html/state_di.html

State Single Point of Contacts (SPOC's)

http://gcs.ed.gov/gophroot/3grants/2can/8appendx.txt

Foundation Funding

The Foundation Center

http://fdncenter.org/

Foundations and Government Funding

Illinois Researcher Information Service (IRIS)

http://www.grainger.uiuc.edu/iris/

Sponsored Programs Information Network (SPIN)

http://spin.infoed.org/New_Home/spin.htm

Chronicle of Higher Education -- (deadlines)

http://chronicle.merit.edu:80/.events/.edead.html

Miscellaneous Funding Information

URL List for Grant Seekers

http://www.csupomona.edu/seis/grants.html

This chapter has reviewed where to look for information about potential funding sources. The next chapter describes what to look for when searching for potential funders, and how to narrow your list once you have identified several sources that you think might be a good match with your project.

Works Cited

Foundation Center Cooperating Collections. The Foundation Center, 1994.

HRD Web page http://www.ehr.nsf.gov.EHR/HRD/index.html

United States. Department of Education. *Women's Educational Equity Act Program, Report of Activities, 1988-92.* Washington, D.C.: GPO, n.d.

—National Endowment for the Humanities. *NEH Applications Guidelines for Education Development and Demonstration*, OMB No. 3136-0134.

— Office of the Federal Register. *Federal Register.* Vol. 58, No. 80. Washington, D.C.: GPO, 1993.

— 34 Code of Federal Regulations (C.F.R.) 630. Washington, D.C.: GPO, July 1, 1993.

— 20 United States Code (U.S.C.) 1135. Washington, D.C.: GPO, July 23, 1992.

CHAPTER 4

SELECTING POTENTIAL FUNDERS

As you gather and review information about funding sources, you can narrow your search to the appropriate funders by identifying several factors that will either exclude your project or indicate that it might be worthwhile to obtain additional information on a particular funding source. According to *Foundation Fundamentals*, factors to consider in selecting both private and public funding sources include the following:

- Does the funding source support projects in the grantseeker's **subject area**? For example, a foundation may specify that it supports projects focusing on women, education, higher education, secondary education, humanities, humanities education, science education, and social sciences. It is important to be creative when choosing keywords that will be used to identify funding sources that support projects in a grantseeker's subject area. When browsing the subject index of a funding directory, keep in mind that the publishers may not be using the categories that you are. Some funding directories and databases have a thesaurus of keywords which can be very helpful when trying to determine appropriate words to use when conducting a funding search.

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- Does the funding source support projects in one's **geographic area**? If a funder only supports projects in certain geographic regions, it will be specified in the foundation's entry of a foundation directory, or in the case of government agencies, in a specific agency's entry in the *Catalog of Federal Domestic Assistance* (CFDA). It might be described as a "limitation" or "geographic restriction," or some other similar description.

- Does the funding source provide the **type of support** that the proposed project needs? For example, in the case of foundations, will they provide funds for such expenses as seed money, special projects, operating expenses, conferences and seminars, equipment, and publications? Refer to the "Types of Support" description in a foundation directory. In the case of government funding, refer to the *Catalog of Federal Domestic Assistance* Agency Program Index (or state equivalent, if available) to determine whether the grant that has been identified is a monetary award, as opposed to a non-financial grant, such as counseling, technical information, training, or equipment.

- Does the funding source support the grantseeker's **type of organization?** For example, in the case of foundation funding, does the funder support higher education? Some foundations prefer to support grass-roots types of organizations. Refer to the "purpose and activities" description in a foundation directory. For government funding, refer to the *CFDA* Applicant Eligibility Index (or state equivalent, if available) to determine eligibility. Types of applicants for federal funds include individuals, local and state agencies and institutions, nonprofit agencies, U.S. territories, and federal Indian Tribal organizations.

- Does the funding source offer a **monetary amount** that is consistent with the needs of the project? Look at the Grant Range category in a foundation directory or the *CFDA* to determine this.

For foundation funding, the search can be narrowed further by asking the following questions:

- Does the funding source support only **preselected organizations**? If this is the case, they will not accept applications. In a foundation directory, refer to the applicant information section of the foundation in question to determine this.

- Does the funding source support only organizations that **do not receive government funds**? For example, some foundations don't support public educational institutions.

- Does the funding source list any **other limitations** that would eliminate your program from getting funded? See "Limitations" under the foundation's entry in the resource you are using.

For **federal government funding** you can find information in the *Catalog of Federal Domestic Assistance* on program changes (including deleted and added programs, as well as changes to program numbers and titles) and assistance considerations (such as requirements to obtain matching or additional funds).

When you have identified potential funders, you need to obtain more specific information, especially application deadlines and guidelines. For foundation grants, also try to obtain:

- Annual Report: This publication will assist the grantseeker in becoming familiar with the foundation and

its purpose. A description of past grants awarded is often listed in a foundation's annual report. One should consider contacting previous grant recipients who appear to have conducted work similar to the proposed project to discuss the nature of their work. This information might also give the grantseeker insight on how to structure or focus a grant proposal.

- IRS 990-PF: If an annual report is not available, this is the best document to use to obtain a foundation's grants list. Has the foundation supported programs similar to but not exactly like the proposed project in the past? A similar type of educational institution? Other organizations in the geographic locale?

- Board of Directors: Does someone in your organization personally know anyone on the board? If so, contact them to find out more about the funding agency. They might be able to advise you on obtaining funding. Refer to Volume 2 of the Foundation Center's *Guide to U.S. Foundations, Their Trustees, Officers, and Donors* to identify board members.

- News or magazine articles: Information may be available here that is not available through formal reports, which could be useful in understanding a funding agency's reasons for granting funds.

In the case of **federal government funding** agencies, try to obtain from the agency to which you are considering submitting a proposal a record of the grants they awarded last year or during the past several years. This record often takes the form of a booklet of grant abstracts. These abstracts are especially valuable as an illustration of the types of activities an agency supports, as a source of ideas, and as a way of identifying others doing work similar to yours.

For state and local government funding, a comparable process of elimination and research should be followed, using resources described in Chapter 3.

Once you have identified agencies that appear to be prospective funders for your project, have gathered and assimilated as much information as you can about each funding source, and have discussed your conclusions with the development office at your institution, you should contact those foundations and/or government agencies, either by phone or in writing, according to their requirements, to discuss your project and application. Chapter 5 will discuss the benefits of contacting the funding source, what questions to ask the contact person, any protocol required, as well as how to keep organized records of your contacts with funding sources.

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Works Cited

Nauffts, Mitchell F., ed. *Foundation Fundamentals: A Guide for Grantseekers*. 5th ed. The Foundation Center, 1994.

Guide to U.S. Foundations, Their Trustees, Officers, and Donors. The Foundation Center, 1997.

CHAPTER 5

APPROACHING THE FUNDING SOURCE

Communication with the Funding Source

Grantseekers often believe that funding agencies and foundations do not want to be contacted. In fact, it is very important to get to know the funder, its goals, its funding priorities, and its organizational politics. Phone calls, letters, and, in some cases, even personal interviews are all reasonable and valuable parts of the process.

Government funders, both federal and state, provide public information about their programs, but in addition, you should call the agency to verify the information and inquire if there is further information that you need or that it would recommend that you obtain. Confirm basic facts, such as the specific funding program or category of funding, the availability of funds, the average dollar size or range of awards, the compatibility of the project with the agency's purpose, application deadlines, award and effective budget dates, and any other questions you have. Either at this point or shortly after, begin discussion of some of the substantive issues of the proposal to which it would be helpful to receive the agency's reaction. Government funders usually cannot review a specific proposal in advance of submission, but they can discuss your plans and

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ideas and help identify strengths and weaknesses from the point of view of their particular funding program. They can provide good general advice on what to avoid and what to try to achieve so that you can be more competitive. Listen carefully and be prepared to modify your proposal somewhat in response to their suggestions. Some of this discussion should take place in person. It is worth a trip to Washington or to the state capital to give a human face and personality to the proposal. However, it can be counter-productive to have an interview before you have a clear idea of your project and of the questions you want to ask.

Some federal agencies hold pre-proposal conferences, usually in Washington, DC, for grant applicants. Although attendance is not required, attend these if at all possible. If an agency will be holding a pre-proposal conference, it will usually publish a notice to that effect in the *Federal Register* at the same time that it publishes a notice inviting applications. At the pre-proposal conference there often is the opportunity to meet the program officer(s). They or other agency staff members will discuss what they will be looking for in a proposal. This will afford you an opportunity to ask questions, see the competition, and get a sense of the likelihood that your proposal will be selected. In addition, those who attend these conferences usually receive a written transcript of questions and answers from the conference, and are given the option of submitting written questions. It is also advisable to meet with the program officer at a different date.

Private foundations vary but usually require more preliminary communication than government agencies before they are willing to have a proposal submitted to them. Sometimes the procedure requires a phone call for basic information, followed by a letter with a brief description

and estimated budget. If they are interested in the project, they may send you what is sometimes called a "letter of interest" or "letter of inquiry," asking for submission of a full proposal. Foundations may or may not have proposal and funding deadlines, or they may have funding cycles which are somewhat looser but need to be understood. Whenever it is appropriate and possible, it is advantageous to discuss the project in person with a representative of the foundation.

Keeping track of contacts with funders is also important. Records of all contacts with funders help one to know when to follow up, prevent requesting the same information more than once (this can easily happen with more than one person contacting the funder), and give the appearance of being organized and efficient. The form on the following reproducible page, adapted from the Foundation Center's *Foundation Fundamentals*, may be useful in keeping records.

Funding Contacts

Funder Name:

Address:

Principal Contact (Name & Title):

Telephone calls

Type of call:

Date(s):

Appointment

Status

Materials

Rec'd Submit

Time(s):

_____ Rejection

(other)

Call from:

Spoke to:

Title:

Comments:

Meetings: Date: Time:

Outcome:

Proposals: Date submitted: For (project name):

Proposal deadline:

Format:

Amount requested:

Signed by:

Board meeting date(s):

Reminder:Deadline:

To do:

By whom:

Follow up:

By whom:

Decision:

Next step:

Notification date:

Resubmit:

Reason for rejection:

Special activities:

Send report:

CHAPTER 6

WRITING THE PROPOSAL

Just as funding priorities shift over time, so do conventions for proposal-writing. "Proposalese" used to be a language one was required to use to win grant funding. Happily, that is no longer the case. Funding organizations now want clear, concise proposals in *plain English*. Longer is not better. Funding agencies are swamped with proposals.

Since the proposal may be submitted to several funding sources, it is useful to have a basic proposal which can be tailored to the guidelines and priorities of individual funders. However, remember to delete specific references to other agencies when you send the proposal to a selected agency. A typical proposal will include most of the following parts:

I. Abstract

Create a very brief summary of the proposal. Since this may be the only part some people will read, be sure to include all important key words or elements.

II. Introduction

Provide a brief overview of the project.

III. Need for the Project

Give a clear and concise explanation of why the project is important, and how it relates to and continues or improves on prior work. This statement should be pertinent to the goals of the funding agency, be supported by statistical evidence, make no unsupported assumptions, and be appropriate for your institutional context. The definition of need should be narrow enough that its solution can be accomplished in a reasonable amount of time with reason-able resources. Any research or literature which substantiates the need can be included in this section.

IV. Project Objectives

The objectives of the project should be stated as specific, measurable outcomes which address the need or problem stated in the prior section. They should focus on the intended consequences of the operation of the project. They allow the reader to see the usefulness and value of the project.

V. Project Methods

Explain *how* the project will be implemented, and how that implementation will achieve the project's goals. This section should be very explicit about who will be involved in the project and what each person will do. It may justify the chosen method as an improvement upon a more usual alternative method. The section also should include a timetable for the project that outlines the sequence of activities, with associated personnel at each stage. Part of the materials for the timetable (such as a Gantt chart, or table of listed activities by the months or quarters in which each activity will be carried out) could be included as an appendix, but should be summarized

in this section. Reviewers often scrutinize this section to see if the objectives listed in Section IV can be met by the proposed method, and look for evidence that the project design has been carefully considered.

VI. Project Evaluation

Explain how the project's results or outcomes will be measured. Describe the plan for evaluation, who will be doing it, the criteria for success, how outcomes will be measured, how the data will be gathered, and what reports will be produced.

VII. Institutionalization

Explain how the project will be supported at your institution after the grant funds have been used. How has the work been "institutionalized" or incorporated into the ongoing work of faculty or students and had a lasting impact.

VIII. Dissemination

Explain how you plan to communicate the results of your project to appropriate audiences within your institution and beyond—state, region, nation, and overseas, according to relevance.

IX. Personnel and Institutional Information

Describe the qualifications of the project director(s) and other personnel, showing that the expertise exists to get the job done. Include a discussion of the qualifications of any consultants, speakers, and program participants.

Also include a history of the site institution that makes it an appropriate locale for this work, and outline the support of various kinds that the institution will provide during and after the grant.

VIII. Conclusion

Provide a brief summary of the main points of your proposal and of why it is important that it be funded.

IX. Budget

Grant budget, at least the major categories, with explanatory notes (See Chapter 7 for more ideas on creating the budget). If there is no Budget Narrative required, then place in this section a discussion of all major items in the budget. Also indicate other sources of funding that have been obtained or will be sought.

Appendices:

Résumés or vitae of project directors and other key staff, letters of support/cooperation, supporting information directly relevant to your project (optional), and a letter certifying 501(c)3 and 509(a) nonprofit status.

This basic proposal can be expanded or contracted according to what is desired by the funding agency. Each part should be as specific as possible to demonstrate that the design of the project has been thought through carefully. The proposal should be internally consistent, in that the project methods address the issues raised in the statements of need and objectives. Internal consistency also helps demonstrate that the project directors are fully informed and qualified to carry out the proposed project.

Obtain the guidelines of the funding agency and a good model proposal from the agency or from a director of a previously funded project. Study these proposals carefully and talk to the authors, if possible, and to the foundation or agency contact person about what makes a good proposal.

To save everyone time, funders often ask for a brief version of the proposal to review before encouraging you to submit a full-length proposal. Government agencies may have competitions consisting only of preliminary proposals with a limited number invited to submit full-length proposals. This process lets you know if you have selected the right funder for the project and whether your underlying idea is competitive. However, a good preliminary proposal requires about the same information as a long proposal and involves the additional challenge of brevity.

Foundations and agencies vary in the extent and rigidity of their proposal guidelines, but if the guidelines ask for specific parts in a certain sequence and set limits on the length, be sure to follow them exactly. At the very least, do not irritate the funders by ignoring their directions; and at worst, do not fail the technical review that is applied to many government proposals before they are given further consideration. Consultant Sharon Stephan, of Grantsmanship Consulting Services, recommends that you never give the funding agency more or less than it asks for.

The criteria used in reviewing a proposal are usually indicated in the guidelines, sometimes with specific points attached to each. Be sure to address these criteria explicitly in the proposal to show how your project fulfills them. Reviewers are often asked to score the proposal simply on the basis of these criteria, and points are assigned to each. They may not make the inferences you had expected, so leave nothing to chance.

Sometimes points are assigned to parts of a proposal that are also equivalent to criteria. For example, the need section and subdivisions of the implementation section, such as feasibility, can also serve as criteria.

Funders usually try to be as clear and helpful as possible about what they want in a proposal and what makes a good proposal. Pay attention to their advice and respect their good intentions.

Helpful hints:

- Make the proposal as easy-to-follow as possible: some agencies require that a checklist of necessary items be included in the proposal. Even if the agency you are approaching doesn't require this, provide a table of contents, including any appendices, so reviewers can quickly find information they need. Proposal guidelines often request that the text of the proposal be organized so that it corresponds to evaluation criteria on a checklist used by reviewers in ranking proposals. Therefore, it is in your best interest to organize the narrative of the proposal so that it addresses these criteria clearly and is formatted so that the passages relating to specific criteria can be located easily.

- Make the proposal professional, but not commercial. A successful sample proposal gives an idea of the "look" desired by the funder. Do not use excessively small print in order to say more. When hundreds of proposals are being reviewed, "less" is usually "more."

- In trying to be brief, proposal writers tend to become overly general. It is very challenging but necessary to be *both* brief and specific.

- Appendices can be a useful means of supplying important additional or supporting material without cluttering the proposal text. Do not, however, put vital information here because it may not be read. (The opportunity to provide more material in appendices should not be abused. According to consultant Sharon Stephan, federal agencies used to encourage appendices, but more recently they are limiting them. They may be thrown away or returned.)

- Listen to feedback from the reviewers at every opportunity. It is difficult not to be defensive when someone is offering advice on your area of expertise, but reviewers can be extremely knowledgeable and helpful. Try to incorporate the reviewers' advice into your project. This opportunity is most likely to occur between a preliminary and final application or when you reapply after having been turned down.

- While it is ethical and desirable to communicate with the funding agency's contact people, it is *illegal* to approach or have dialogue with *grant readers*.

- Assume that the reviewers who will be evaluating the proposal are intelligent, competent, educated, and aware academics or educators, although not necessarily trained in your specific discipline. Don't use jargon.

- The appearance of the proposal is very important. Include useful headings and subheadings, and make sure margins are large enough. Do not submit a proposal with any misspelled words, grammatical errors, or typographical mistakes. Have someone else proofread the proposal several times before mailing it.

- Make sure all copies are clear. Each reviewer will have only the one copy; if it is difficult or impossible to read, (s)he will be unable to evaluate it fairly.

Special Requirements of Proposals

Government Proposals

Government proposals may need to be accompanied by a number of official documents. Generally, the grant-making agency will include the necessary forms in the information packet. The forms may also appear in the *Federal Register* announcement inviting applications to the grant program. Often the grants office of your institution will take care of these, but if you have to supply your own, you may need some or all of the following:

- A cover form for application for federal assistance. A federal agency will either have its own form, or the applicant will be required to complete Standard Form 424, which will need to be signed on behalf of the institution.

- Assurances — The signing of this form assures the federal government agency that the applicant will comply with certain federal statutes and requirements, including those that prohibit discrimination based on race, color or national origin; gender; physical limitations; and age.

- Certifications — An applicant agrees to comply with certain certification requirements regarding lobbying; debarment, suspension and other responsibility matters; and drug-free workplace requirements.

- Disclosure of Lobbying Activities — This form requires the applicant to identify, if applicable,

lobbying activities that have been engaged in by or on behalf of the recipient, for the purpose of influencing the outcome of a particular federal action.

- Executive Order 12372 — Application to some federal grants requires an intergovernmental review, as dictated by Executive Order (EO) 12372. If this is the case, it will be clearly stated in the grant program's entry in the *Catalog of Federal Domestic Assistance*, under the "Application and Award Process", entitled "Preapplication Coordination." If a grant that you are applying for is subject to compliance with EO 12372, you should contact your state's Single Point of Contact (SPOC), or State Clearinghouse as soon as possible. A list of contacts is available in the CFDA. Among other things, this office is charged with reviewing both state and federal government grant applications. Compliance may vary by state, but it usually consists of simply sending the office a copy of the project proposal at the same time that you submit the proposal to the funding agency. Although a state's intergovernmental review board does not decide which projects receive federal funding, it does provide comments and make recommendations.

Foundation Proposals

Most foundations require proof that an applicant has 501(c)(3) status, which means that it is a nonprofit corporation. Nonprofit status applies to all institutions of higher education, whether public or private. A grants office will usually take care of this detail when it submits the proposal to the funder.

CHAPTER 7

CONSTRUCTING THE BUDGET

Writing the project budget takes a large portion of your proposal-writing time, usually more than you anticipated or scheduled. Your grants office can be particularly helpful in providing advice, exact figures for salaries, benefits, facilities, food, lodging, travel, supplies, printing, or other costs, and in checking your calculations. Budgets can be done with a calculator, paper and pencil, or with a computer spreadsheet program. The advantages of using the computer are many: the computer can do the calculations, revisions can be handled easily, and spreadsheet software produces a professional looking product. However, the accuracy of the computer generated budget is entirely dependent on the data, especially the formulas for calculations, that are put into it. In any case, you have to check and recheck each detail and the basic calculations of the final budget.

For the inexperienced, the budget involves considerable frustration, and working through its details should probably be delayed until you have a clear idea of what you want to do and how it is to be accomplished. Then the economic realities of the plan can be discovered and

confronted. However, as mentioned in Chapter 1, before one can begin researching and selecting funding sources, the cost of a project, including indirect costs, will have to be estimated. Therefore, confronting the budget cannot be delayed for very long.

Experienced grant writers are likely to estimate costs while sketching out the early stages of the project plan, permitting the budget and the proposal narrative to act as a check on each other. For example, from a project point of view it might be desirable to pay for assigned time for all faculty participants, but from a budget point of view this would be too costly if a large number of participants are involved. Since assigned time, or its equivalent, such as summer salary, is usually essential to sustained work, something has to change, such as the number of participants, the source of funding for assigned time, or the amount of work expected of participants. These decisions have a major impact on project design. They should be made as early as possible to save time planning activities that will ultimately have to be given up or undergo major revision as soon as costs are considered. Although it is often more difficult to get copies of project budgets than copies of proposals, try to obtain some budgets to study for creative ways to solve problems and stretch grant money. Often the grants office at your institution can show you the budgets of some successful proposals.

A major budget issue that has to be settled early is the level of indirect costs that is appropriate or allowable from the point of view of the funder and of the institution. The point here is that all institutions would prefer to receive full indirect costs (usually over 50 percent of the personnel costs), but not all funders are willing to pay that amount for a variety of reasons. Typically, grants focused on curriculum change and faculty development pay 8-10 percent of the total direct costs for the indirect costs. Sometimes an

institution will contribute the indirect costs that it should recover based on its negotiated rate as a major part of its project cost share. The project director does not usually have much authority on this issue, but it can be discussed, perhaps negotiated, with the university administration. The project director or budget writer has to know what the final decision is in order to be able to estimate the size of the budget.

Another major budget variable is how to compensate the institution for faculty assigned time. The most expensive method is full-salary replacement. For example, if a faculty member will devote one-fourth of her time to the project, then one-fourth of her salary for the time period will be requested. The cheapest method is minimum part-time replacement for the portion of the faculty time assigned to the grant project, with the difference between the actual salary for time spent on the project and funds requested being the institution's cost share. For example, funds sufficient to pay for a part-time replacement to handle one-fourth of the faculty member's teaching load may be requested. It is also sometimes possible to use a middle figure between these two taken from the low end of the faculty salary scale, especially if the faculty involved are at the high end of the salary scale. Like indirect costs, this usually requires agreement from both the funder and the institution, and the result has a major impact on the size of the budget.

The remaining budget figures do not usually require negotiation so much as accurate estimate of need and assembling reasonably accurate cost figures. Consultant and speaker fees may be limited or set by the granting agency. If you have specific individuals in mind, you should call them to confirm their willingness to participate for these fees. Since consulting, in particular, often involves advance preparation and follow-up, it can be calculated appropri-

ately as involving more consultant days than the actual time on site. Travel, room, and board can be derived from calling travel agents and hotels, or can be estimated from federal per diem rates for various locations. Figures for paper, printing, supplies, secretarial salaries, fringe benefits, postage, phone, and similar costs should be available within your own institution and from your grants office.

Some funders require evidence that the institution is providing a "cost share" or "matching funds." In this case, the institutional contribution to the project can be calculated as the difference, if any, that the institution is absorbing in indirect costs (i.e., the difference between the actual rate of indirect costs, such as ten percent of direct costs, and the federally-approved rate such as 50 percent of personnel costs), or the difference between the amount requested for teaching replacements and the full salary amount paid for the faculty member's time. Other sources of matching funds could be any other contributions that the institution is making, such as computer time, receptions, guest accommodations, or meals. Any cost share must be expressly approved by the institution. The institution must keep accurate records of cost share once the award is received; by including a cost share in the budget the institution is bound to make a cost share in that amount. If the institution fails to meet the cost share to which it commits, the award may be reduced.

Anticipate having to revise the budget several times. Remember it is the budget more than anything else that has to go through an institutional review and approval process. Signatures approving the grant are financial commitments for all concerned, so the budget will be examined very carefully. In addition, the granting foundation or agency may require a different budget format and have different budget concerns than the institution, which means that you will have to produce two budget configurations and fulfill

two sets of criteria. Depending on which faculty will be participating in the grant project, a series of administrative signatures is usually required on an internal sign-off sheet. This ensures that everyone involved in the project is fully informed and committed to fulfilling the role described in the grant should it be funded. Allow time for the signatures to be obtained from chairs and deans and provosts and others who may be out of town when you need them. Allow time to revise the budget if administrators want changes. Remember that the budget and the project narrative have to correspond exactly; therefore, changes in the budget may mean changes in the narrative text as well. Clearly, you cannot leave the budget to the last minute.

The following represent typical budget categories for which you have to provide figures:

Personnel (professional, clerical, and students)
Fringe Benefits
Consultants
Travel
Evaluation
Equipment
Supplies
Printing
Postage
Telephone and FAX
Other
Indirect Costs
TOTAL

The basic budget page typically required by the funding source is really a summary of more detailed calculations. On this basic summary page a single figure will be listed for each item, but either in a more detailed budget or in the budget narrative or both, the exact figures for individual items and the formulas for obtaining them need to be provided. For example, Travel = $1,000 may be appropriate on the first summary page of the budget, but in

subsequent and accompanying material this figure will need to be broken down into its constituents: mileage (x miles @ .27/mile = y), airfare ($x for airfare to convention y), hotel (x nights @ $y/night), and meals (prices allowed often vary by city). Most of the time you will be working with this detailed kind of budget or spreadsheet, and only at the end will you transfer the spreadsheet total figures to the budget summary page.

The total budget package often includes a budget summary page, a detailed spreadsheet, and a budget narrative which explains in short paragraph form organized by budget categories the formulas used in the spreadsheet. It may also include justification of the amounts in specific categories and address any other issues that require explanation.

Another aspect of budget construction that can sometimes be useful to analyze in terms of alternatives is the calendar—that is, the way the expenses are distributed over a year or several years. Funders often have annual limits and expect to see annual totals rising or falling (usually falling) over a period of years. Ask the contact person at the funding agency about this. If the project is multi-year, the project design and schedule may dictate when expenses will peak or ebb. However, some expenses can be distributed in a number of ways without harm to the project but with benefit to the annual totals or the pattern over the several years. Whatever the final pattern, it should be justified in the text as a consequence of project goals and the necessary sequence of activities.

Assuming that the proposal is good enough to get a funder's attention and survive the various levels of the review process, funders may communicate with you about the budget before final decisions are made. Sometimes these discussions are just for clarification, but often they

are attempts to see if there are any inflated or soft spots in the budget that can be reduced. It is a good idea to understand the budget thoroughly and have a copy of it and the complete proposal readily available for reference in the event of a phone call from the funder. When funders want to discuss aspects of your proposal or budget, it is customary for them to offer you the opportunity to make an appointment to call back at a specified time. Take advantage of this opportunity to review your proposal and budget thoroughly and to select a time when you will not be interrupted or distracted—allow at least thirty minutes, preferably an hour, for this conversation.

Towson University, Baltimore, MD

CHAPTER 8

DEALING WITH THE OUTCOME

Most grant proposals are not funded. The average success rate is 10 percent. If you are among the large number who are not successful, seriously consider improving the proposal and applying again, either to the same funding agency if possible, or to a different one. The success rate on reapplied proposals goes up dramatically, anywhere from 40 to 70 percent.

In order to rewrite the proposal for a second submission, try to find out as much as you can about why your proposal was not funded. Call the funder's program officer and thank her for reviewing the proposal. If available, ask for copies of the reviewers' comments. The explanations for the rejection can vary a great deal from routine fiscal matters, such as having already allocated all the money for this funding cycle, to problems in your presentation or budget that you need to correct for subsequent submissions. In addition, the proposal's goals may not have matched the funder's goals, or the funder's areas of interest may have changed or refocused. Copies of reviewers' comments are often available from government funding agencies and should be requested. Also inquire when you can reapply, and how you can change

your proposal so that it will have a greater chance of approval.

Meanwhile, as time allows, continue to do homework on what is being funded and by whom. Maybe you have a good proposal and just need to reapply or apply elsewhere. Maybe you need to reconsider your goals and your plan of implementation. Continue to study successful applications and similar projects and compare them to your own as objectively as possible. Perhaps you need to run a pilot project to provide you and your funder with more specific information and evidence about the potential outcome of your project and to identify the more feasible and successful methods of implementation. Perhaps you need to consider an advisory board and/or letters of support from others who have been successful in achieving curriculum change. Perhaps you need to attend conferences where you can listen to those doing the kind of work in your project and have an opportunity to talk with them informally about your ideas.

If you are among the lucky few who are successful in getting your grant proposal funded, congratulations! Be sure to thank all of the people who helped you, including the contact people at the funding agency. Then, you can begin implementation of the project. In addition to the usually interesting and challenging activities described in the proposal, much of your time will be consumed with more mundane tasks that you may not have adequately anticipated: reporting to the funding agency, fiscal administration of the grant money within your institution, and supervision of other faculty and clerical help.

First, be sure you understand the requirements and conditions of the funding source, including the date when the money becomes available, the kind of reporting

required (usually annual), and the amount of change in budget that you are allowed without consulting the funder.

Academic projects need money available in sequence with the academic calendar, but funding agencies do not always supply it on that schedule. As long as the funding and start date are certain, which is usually equivalent to having received an award letter citing a specific amount, institutions are usually willing to allow a project to proceed and spend money which will be reimbursed to the institution when the actual funds arrive. This, however, is not ideal and needs to be arranged.

The reporting required by funding agencies can be extensive but provides a record of the project that will be valuable later. Funders usually require an annual report on the progress of the project and the state of the budget. Cumulatively, in a multi-year project, these annual reports become major parts of the final report. Reporting at regular intervals not only provides the funder with necessary information but allows the project director to pause and take stock before moving into the next phase—to look back over what has been accomplished and look forward into the next year, evaluating what has worked and needs to be continued, and what has not worked and needs to be revised.

Even though you have tried to plan every detail of your project carefully, most funders expect some revision in the original plan as you implement it. Indeed, they may see revision as evidence of good project management and evaluation. Small changes in program and budget are usually left to the discretion of the project director, but beyond that the funder should be consulted. Many funders spell out in the award what changes can and cannot be made without their express written approval. Normally, major changes are approved if they can be shown to be

necessary to better achieve the original goals of the project. You should discuss with your funder the amount of discretion they want to allow you.

Second, you need to learn, or have your clerical help learn, institutional procedures that you probably have not had to worry about before. If you can obtain an assistant who already knows the institutional ropes, she will save you a great deal of time and frustration. There are procedures for everything, and they require precise numerical codes, appropriate forms, a specified sequence of activities, and a calendar that is sometimes impossible to meet. Very little if anything can be done quickly or easily even though the money is available and has been allocated for it. This is generally more true of public than private institutions. Keep very good records of your own, including a copy of every form you have filled out. You will probably receive regular budget computer printouts which someone has to decipher in order to ensure that those forms you filled out have had their intended result, that is, that people are being paid and that your money is being used appropriately and on schedule. Don't assume anything—check it out. Problems or errors in the print-out have to be identified and tracked through the system. This is cumulatively very time consuming, which is why Chapter 1 asked if you had allotted one-half of the project director's time to administration.

Supervision of assistants and clerical help is also more time-consuming than faculty realize. Help is wonderful and does accomplish more, but assistants have to be trained, their work has to be organized, questions answered, results responded to, and problems solved. Recruiting, interviewing, hiring, and payroll also come with the additional help, as does the need for a place for them to work.

Most project directors underestimate the time needed for these kinds of tasks. When faculty receive their first grant, they are often totally unaware of the fiscal and personnel operations of their institution and have not expected to have to learn so much about it in order to conduct their project. They are focused on the substantive content of the project and have no idea how complicated it can be to hire part-time clerical help, buy something, or get a bill paid. Obviously, do whatever you can to keep this kind of thing to a minimum, especially if you have only a one-year grant.

The part of project management that relates to the substance and purpose of your project—what you thought you were doing when you started all this—is discussed in the NCCTRW publication *Getting Started: Planning Curriculum Transformation* written by Elaine Hedges.

Appendix A

Catalog of Federal Domestic Assistance (CFDA) Sample Entry

According to the *CFDA*, "the basic edition of the Catalog, which is usually published in June, reflects completed congressional action on program legislation" (VIII, 6-94). The *Catalog* lists and describes all federal programs of domestic assistance, including loans and grants. Each entry gives information about a grant program, including the name, address, and telephone number of the federal agency administering the grant; official authorization; types of assistance being offered; uses and restrictions of the funding; eligibility requirements (including deadlines); application and award process; assistance considerations; post-assistance requirements; financial information; program accomplishments of previously awarded grants; regulations, guidelines, and literature that is available; information contacts; related programs (which you should also refer to, as they could be potential funding sources); examples of funded projects; and criteria for selecting proposals. A sample listing from the *CFDA* is provided in this appendix.

The *CFDA* can be accessed on the Internet at http://www.gsa.gov/fdac/ .

The *Catalog of Federal Domestic Assistance* is distributed to local, state, and federal government agencies and is also available in many public libraries. A copy of the *Catalog* can be obtained by calling the Government Printing Office in Washington, DC at (202) 783-3238. For about $50.00 you will receive the basic *Catalog* in June as well as an update in December. In addition, the *CFDA* is available for purchase on floppy diskettes, in DOS or Macintosh. For $75.00 you will receive the basic *Catalog* on disk; $130.00 will buy the yearly subscription, which includes the basic *Catalog* and a December update.

The *CFDA* data are also available via computer in the *Federal Assistance Programs Retrieval System* (FAPRS). There are many benefits to this system, including the capability to conduct keyword and category searches, monthly *Federal Register* article abstracts, and a direct line to the FAPRS staff (GSA FAPRS brochure). Originally designed to be used by grantseekers located in rural areas, FAPRS is available for $53.00 to anyone with a personal computer and modem. This system is also available at the offices of U.S. Senators and Congresspersons, as well as several other public locations (Krauth 13). For more information or to subscribe, contact: *Federal Domestic Assistance Catalog Staff* (WKU), General Services Administration, Ground Floor, Reporter's Building, 300 7th Street, SW, Washington, DC 20407. Telephone: (202) 708-5126, or toll-free answering service: 1-800-669-8331. *(GSA FAPRS brochure)*

For additional information on the *CFDA*, consult the Grantsmanship Center publication *How to Use the Catalog of Federal Domestic Assistance*, Revised Edition, by Diana Krauth and Susan Stanton. This brief yet thorough article demystifies the appearance and utility of the *CFDA*, and includes several helpful sample pages.

:010 84.116 Fund for the Improvement of Postsecondary Education

:020 (FIPSE)

:030 FEDERAL AGENCY: OFFICE OF THE ASSISTANT SECRETARY FOR POSTSECONDARY EDUCATION, DEPARTMENT OF EDUCATION

:040 AUTHORIZATION: Higher Education Act of 1965, Title X, Part A, as amended, Public Law 102-325, 20 U.S.C. 1135-1135a-3.

:050 OBJECTIVES: To provide assistance for innovative programs that improve access to and the quality of postsecondary education.

:060 TYPES OF ASSISTANCE: Project Grants.

:070 USES AND USE RESTRICTIONS: The Fund provides project grants for activities sponsored by institutions and agencies that develop and demonstrate more effective approaches to the improvement of postsecondary education. In 1996 priority was given to activities related to: (1) Improving access, retention and graduation rates; (2) improving college-school cooperation; (3) developing new models for integrating work and learning; (4) supporting curriculum reform; (5) making campus culture more conducive to academic progress; (6) developing faculty as professionals; (7) experimenting with new ways to maintain quality and accessibility of education despite shrinking resources; (8) disseminating properly researched and documented solutions to national problems in higher education. Construction costs will not be considered. Requests for equipment and stipends are given low priority.

:080 ELIGIBILITY REQUIREMENTS:

:081 Applicant Eligibility: Eligible applicants include a full range of providers of postsecondary educational services including but not limited to: two and four-year colleges and universities, community organizations, libraries, museums, consortia, student groups, and local government agencies.

:082 Beneficiary Eligibility: Postsecondary educational institutions and their students will benefit.

:083# Credentials/Documentation: None.

:090 APPLICATION AND AWARD PROCESS:

:091# Preapplication Coordination: A preapplication (Form ED 40-514) is required. Consultation and assistance are available from the Fund. Contact the Fund directly at (202) 708-5750. Application forms are furnished by the Fund call

(202) 205-0104. An informal preapplication conference is neither needed nor recommended. This program is eligible for coverage under E.O. 12372, "Intergovernmental Review of Federal Programs." An applicant should consult the office or official designated as the single point of contact in his or her State for more information on the process the State requires to be followed in applying for assistance, if the State has selected the program for review.

:092 Application Procedure: There is a two-stage proposal process. Preliminary proposals are submitted directly to the Fund. These five-page documents state the problem to be addressed, provide a description of the program, indicate an evaluation format and list a budget. This program is subject to the provisions of OMB Circular No. A-110. Successful preliminary applicants are invited to submit final proposals, also using Form ED 40-514.

:093 Award Procedure: Proposals are reviewed by field readers, by staff, by the Board of the Fund, by the Fund Director, and by appropriate Department officials. State Postsecondary Education Commissions must be given an opportunity to comment on projects funded in their States.

:094 Deadlines: Deadlines for fiscal year 1997 competitions may be obtained by contacting the Fund at (202) 708-5750.

:095 Range of Approval/Disapproval Time: From four to six months.

:096 Appeals: None.

:097 Renewals: Applications for renewal of multi-year projects are processed and funded before those for new projects. Renewals are subject to the availability of funds.

:100 ASSISTANCE CONSIDERATIONS:

:101 Formula and Matching Requirements: The Fund suggests that some institutional funds be included as part of program support, but this is not required by current legislation or regulation.

:102 Length and Time Phasing of Assistance: The Fund will support multi-year projects on a declining fund basis; grants are awarded on a one-to three-year basis, with phasing of assistance as required. Funds are released as required.

:110 POST ASSISTANCE REQUIREMENTS:

:111 Reports: The Fund require periodic progress evaluation reports from grant recipients, as well as a final report upon termination of funding.

:112 Audits: Awardness must comply with standard Education Department audit requirements.

:113 Records: Grant recipients are required to maintain standard financial records.

:120 FINANCIAL INFORMATION:

:121 Account Identification: 91-0201-0-1-502.

:122# Obligations: (Grants) FY 95 $17,543,000; FY 96 est $15,000,000; and FY 97 est $18,000,000.

:123 Range and Average of Financial Assistance: $5,000 to $150,000; $70,000.

:130# PROGRAM ACCOMPLISHMENTS: In fiscal year 1996, the Fund awarded approximately 69 new grants and 143 continuation grants.

:140# REGULATIONS, GUIDELINES, AND LITERATURE: Program regulations are contained in 34 CFR 630. In addition, the Education Department General Administrative Regulations (EDGAR) in 34 CFR 74, 75, 77, 79, 80, 81, and 85 also apply. The official Application Notice is published each year in the Federal Register. The Fund also published "Lessons Learned," a compilation of FIPSE projects. Contact the program office for more information.

:150 INFORMATION CONTACTS: Not applicable.

:151 Regional or Local Office: Not applicable.

:152 Headquarters Office: Fund for the Improvement of Postsecondary Education, Office of the Assistant Secretary for Postsecondary Education, 7th and D Streets, SW., ROB-3, Room 3100, Washington, DC 20202-5175. Contact: Charles Karelis. Telephone: (202) 708-5750. Use the same number for FTS.

:160 RELATED PROGRAMS: None.

:170 EXAMPLES OF FUNDED PROJECTS: 1) Improved undergraduate liberal arts curriculum; 2) improved undergraduate teaching; 3) improved graduate education; 4) improved access for Blacks, Hispanics, and other minorities; 5) cooperation between colleges and businesses; 6) teacher education; and 7) uses of technology.

:180# CRITERIA FOR SELECTING PROPOSALS: Grantees are selected based on the projects significance in improving postsecondary education; feasibility; and appropratenes.

APPENDIX B

FEDERAL REGISTER (FR) SAMPLE CONTENTS AND NOTICE INVITING APPLICATIONS

The *Federal Register* is a government publication that contains information pertaining to federal agency regulations and notices. When a federal agency decides that it is going to accept proposals for a particular grant program, that agency is required by law to file a notice to that effect with the *Federal Register*. In turn, the *Federal Register* will publish the notice within three days of receipt. As such, the *Federal Register* is the official source for the notice of federal grants availability. The information in the notice can vary from skeletal to the complete application package.

If you are unable to reach an agency's contact person, or would like to get a headstart on writing a proposal, look for the notice inviting applications in the *Federal Register*. As discussed in chapter three, if your institution's grants office scans the *FR* daily, ask its staff to look for a notice inviting applications for the grant program in which you are interested.

Because it is a federal document, the *FR* is available in federal depositories, including many college, university,

and local libraries. It can be accessed free on the Internet at http://www.access.gpo.gov/su_docs/aces/aces140.html . It is also available on-line from Federal Register Elctronic News Delivery GPO Access, and private companies, each of which is discussed in detail below.

Federal Register Electronic News Delivery (FREND) Bulletin Board lists the contents pages of *Federal Register* issues, which are useful in determining if a specific federal agency is announcing any notices of grant availability. In addition, users of this service can send messages, including questions about the *FR,* to the Office of the Federal Register, and a staff member should promptly reply. For a fee, you can access the entire text of the *Federal Register*, which is updated daily by 6 a.m. Currently, subscription prices are $375 for one year, $200 for six months, and $35 for one month. For more information about this service, call the Office of the Federal Register at (202) 523-3447 or (202) 275-0854. If your local library is designated as a federal depository, it might have the full text of the Federal Register on-line, which you should be able to use for free. FREND is accessible via the Internet, through Telnet or World Wide Web: telnet fedworld.gov, or http://www.fedworld.gov. Once you get in to Fedworld, choose the following: Utilities/Files/Mail; Gateway System; Connect to Gov't sys/database. Next, select number #88. This will connect you to FREND #2, where the table of contents of the *Federal Register* is located. If this does not connect you to the FREND bulletin board, select "List Systems" after you select "Gateway System." This will produce a list of the Fedworld on-line services, which will enable you to discover the correct number for FREND. Finally, select Federal Register Finding Aids, and the Federal Register Table of Contents. You can then scan the table of contents for notices from the agency that you are interested in applying to for funding.

GPO Access is an in-house service of the U.S. Government Printing Office (GPO). Once again, access to the table of contents is free, and there is a subscription fee for the entire text. A one year subscription is $494, and you can receive a six month subscription for $247. The GPO also sells the *FR* on diskette. You can access the *Federal Register* table of contents on-line through GPO Access at: http://www.access.gpo.gov. For more information, written inquiries should be sent to: Electronic Information Dissemination Services (EIDS), Mail Stop: SDE, U.S. Government Printing Office, Washington, DC 20401. To receive information by telephone, dial (202) 512-1530. A Fax can be sent to (202) 512-1262. Additional information can also be requested via Internet E-Mail, at help@eids05.eids.gpo.gov.

The *Federal Register* is also available on-line through several private companies. More information can be obtained by calling the Information Industry Association at (202) 639-8262.

For additional information about the *Federal Register*, read "A Grantseeker's Guide to the *Federal Register*," by Barbara Floersch. This article, published in the Spring 1994 issue (#23) of the Grantsmanship Center *Whole Nonprofit Catalog*, addresses all areas of the *Federal Register* that are relevant to anyone interested in obtaining a federal government grant.

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DEPARTMENT OF EDUCATION

[CFDA Nos.: 84.116A; 84.116B]

Fund for the Improvement of Postsecondary Education--Comprehensive Program (Preapplication and Applications); Notice Inviting Applications for New Awards for Fiscal Year (FY) 1996

Purpose of Program: To provide grants or enter into cooperative agreements to improve postsecondary education opportunities.

Eligible Applicants: Institutions of higher education or combinations of such institutions and other public and private nonprofit educational institutions and agencies.

Deadline For Transmittal Of Preapplications: October 18, 1995.

Deadline For Transmittal Of Final Applications: March 18, 1996.

Note: All applicants must submit a preapplication to be eligible to submit a final application.

Deadline For Intergovernmental Review: May 18, 1996.

Applications Available: August 17, 1995.

Available Funds: The Administration's request for the Fund for the Improvement of Postsecondary Education for FY 1996 is $17,543,000. Of this amount, it is anticipated that approximately $5,325,000 will be available for an estimated 75 new awards under the Comprehensive Program. The Congress has not yet completed action on the FY 1996 appropriation. The estimates in this notice assume passage of the Administration's request.

Estimated Range of Awards: $15,000 to $150,000 per year.

Estimated Average Size Of Awards: $71,000.

Estimated Number Of Awards: 75.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 36 months.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 74, 75, 77, 79, 80, 82, 85, and 86, with the exceptions noted in 34 CFR 630.4a(2); and (b) The regulations for this program in 34 CFR Part 630.

Priorities

Absolute Priority

Under 34 CFR 75.105(c)(3), 34 CFR 630.12 and 34 CFR 630.11(a), the Secretary gives an absolute preference to applications that meet the following priority. The Secretary funds under this competition only applications that meet this absolute priority:

Projects that respond to immediate problems or issues and that seek to improve postsecondary education opportunities.

Invitational Priorities

Under 34 CFR 75.105(c)(1) and 34 CFR 630.12, the Secretary is particularly interested in applications that meet one or more of the following invitational priorities. However, an application that meets one or more of these invitational priorities does not receive competitive

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or absolute preference over other applications:

Invitational Priority 1--Applications to support new ways of ensuring equal access to postsecondary education, and to improve rates of retention and program completion, especially for low-income and underrepresented minority students, whose retention and completion rates continue to lag disturbingly behind those of other groups.

Invitational Priority 2--Applications to create programs that prepare students for entering the workforce and that serve the continuing education and retraining needs of workers.

Invitational Priority 3--Applications to improve the campus climate by creating an environment that is safe, welcoming, and conducive to learning for all students.

Invitational Priority 4--Applications to restructure institutions in ways that reassert the primacy of teaching and learning; and to increase learning productivity--that is, to transform programs and teaching to promote more student learning relative to institutional resources expended.

Invitational Priority 5--Applications to promote cooperation between colleges and universities and elementary and secondary schools in order to improve students' preparation for, access to, and success in college. In particular, the Secretary seeks innovative school-college partnerships to improve articulation and develop new ways to improve both pre-service and in-service teacher education at both the elementary and secondary level.

Invitational Priority 6--Applications to support innovative reforms of undergraduate, graduate, and professional curricula that improve not only what students learn, but how they learn.

Invitational Priority 7--Applications to support the development of faculty as professionals by assessing and rewarding effective teaching; helping institutions and faculty find ways to increase their emphasis on teaching and other means of involvement with student learners; promoting new and more effective teaching methods; and improving the preparation--especially the teaching skills--of graduate students who will be future faculty members.

Invitational Priority 8--Recognizing that many innovative postsecondary educational programs have already been locally developed and implemented, the Secretary invites applicants to disseminate these programs to other institutions.

Selection Criteria

In evaluating applications for grants under this program competition, the Secretary uses the following selection criteria chosen from those listed in 34 CFR 630.32:

(a) Significance for Postsecondary Education. The Secretary reviews each proposed project for its significance in improving postsecondary education by determining the extent to which it would--

(1) Address an important problem or need;

(2) Represent an improvement upon, or important departure from, existing practice;

(3) Involve learner-centered improvements;

(4) Achieve far-reaching impact through improvements that will be useful in a variety of ways and in a variety of settings; and

(5) Increase the cost-effectiveness of services.

(b) Feasibility. The Secretary reviews each proposed project for its feasibility by determining the extent to which--

(1) The proposed project represents an appropriate response to the problem or need addressed;

(2) The applicant is capable of carrying out the proposed project, as evidenced by, for example--

(i) The applicant's understanding of the problem or need;

(ii) The quality of the project design, including objectives, approaches, and evaluation plan;

(iii) The adequacy of resources, including money, personnel, facilities, equipment, and supplies;

(iv) The qualifications of key personnel who would conduct the project; and

(v) The applicant's relevant prior experience;

(3) The applicant and any other participating organizations are committed to the success of the proposed project, as evidenced by, for example--

(i) Contribution of resources by the applicant and by participating organizations;

(ii) Their prior work in the area; and

(iii) The potential for continuation of the proposed project beyond the period of funding (unless the project would be self-terminating); and

(4) The proposed project demonstrates potential for dissemination to or adaptation by other organizations, and shows evidence of interest by potential users.

(c) Appropriateness of Funding Projects. The Secretary reviews each application to determine whether support of the proposed project by the Secretary is appropriate in terms of availability of other funding sources for the proposed activities.

Under 630.32, the Secretary determines the methods that will be used in applying the selection criteria.

For preapplications (preliminary applications), the Secretary will give greater weight to the selection criteria under Significance for Postsecondary Education. The Secretary will give equal weight to Feasibility, and Appropriateness of Funding Projects. For final applications (applications), all criteria are equally important. Within each of these criteria, the Secretary gives equal weight to each of the subcriteria. In applying the criteria, the Secretary first analyzes a preapplication or application in terms of each individual criterion and subcriterion. The Secretary then bases the final judgment of an application on an overall assessment of the degree to which the applicant addresses all section criteria.

For Applications or Information Contact: Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education, 600 Independence Avenue SW., Room 3100, ROB-3, Washington, DC 20202-5175.

Telephone: (202) 708-5750 between the hours of 8 a.m. and 5 p.m., Eastern time, Monday through Friday, to order applications or for

information. Individuals may also request applications by submitting the name of the competition, their name, and postal mailing address to the e-mail address FIPSE@ED.GOV. Individuals may obtain the application text from Internet address http://www.ed.gov/prog--info/FIPSE/. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 between 8 a.m. and 8 p.m., Eastern time, Monday through Friday.

Information about the Department's funding opportunities, including copies of application notices for discretionary grant competitions, can be viewed on the Department's electronic bulletin board (ED Board), telephone (202) 260-9950; or on the Internet Gopher Server at GOPHER.ED.GOV (under Announcements, Bulletins, and Press Releases). However, the official application notice for a discretionary grant competition is the notice published in the Federal Register.

Program Authority: 20 U.S.C. 1135- 1135a-3.

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Dated: August 7, 1995.
David A. Longanecker,
Assistant Secretary for Postsecondary Education.
[FR Doc. 95-20031 Filed 8-11-95; 8:45 am]
BILLING CODE 4000-01-P

APPENDIX C

SAMPLE COMPUTERIZED IRIS FUNDING SEARCH

An institution's grants office may subscribe to a nationwide database of funding sources, usually called either IRIS (Illinois Researcher Information Service) or SPIN (Sponsored Programs Information Network). These data-bases provide information on funding sources nationwide and can be searched for specific information. By entering keywords that are relevant to your project, your institution's grants office could provide you with a computer-generated list of possible funders, similar to the sample on the following page. Notice that the descriptions are brief but may identify promising sources to explore further.

Education (Department of)
Office of Postsecondary Education
Higher and Continuing Education Programs
Fund for the Improvement of Postsecondary Education (FIPSE)
Comprehensive Program

FIPSE
ROB-3, Room 3100
7th and D Street SW
Washington, DC 20202-5175
Phone: (202)708-5750
E-mail: FIPSE@ed.gov
Web Site: http://www.ed.gov/prog_info/FIPSE
E-Forms: http://tram.rice.edu/TRAM/forms/

ACTIVITIES SUPPORTED:	Provision of Training Programs Teaching or Curric/Prog Development Operating or General Support
LAST REVIEWED:	08/28/96
ACADEMIC BACKGROUND REQUIRED:	Doctorate/Equiv Professional
CITIZENSHIP REQUIRED:	U.S. Citizens
AGENCY TYPE:	U.S. Federal Government
DEADLINES ANNOUNCED:	10/18/96

The main activity of the Fund for the Improvement of Postsecondary Education (FIPSE) is conducting its Comprehensive Program, an annual competition for grants to support innovative reform projects which promise to be models for the solution of problems in postsecondary education. The more important the problem, the more far-reaching the innovation, and the more long-lasting the reform, the more likely a project is to be supported by FIPSE. FIPSE especially encourages proposals that address the following issues: 1) Access, Retention, and Completion. FIPSE wants to support new ways of ensuring equal access to postsecondary education, but opening the door to postsecondary education is only the first of many necessary steps. Access is not meaningful unless students have a realistic chance of success. Improved rates of retention and program completion, then, are important to FIPSE, especially for low-income and underrepresented minority students, whose retention and completion rates continue to lag disturbingly behind those of other groups; 2) Education and the Workforce. FIPSE encourages postsecondary institutions to create programs that better prepare students for entering the workforce and that better serve the continuing education and retraining needs of workers; 3) Improving Campus Climate. FIPSE welcomes proposals to improve the campus climate by creating an environment that is safe, welcoming, and conducive to learning for all students; 4) Productivity and Restructuring. In response to the unusual financial pressures now facing many public and private colleges and universities, FIPSE encourages proposals to

restructure institutions in ways that reassert the primacy of teaching and learning, and to increase learning productivity—that is, to transform programs and teaching to promote more student learning relative to institutional resources expended; 5) Improving School-College Cooperation. In order to improve students' preparation for, access to, and success in college, FIPSE encourages proposals that promote cooperation between colleges and elementary and secondary schools. In particular, FIPSE seeks innovative school-college partnerships to improve articulation and to address other issues of mutual interest, and new ways to improve both pre-service and in-service teacher education; 6) Curriculum Reform. FIPSE seeks to support innovative reforms of undergraduate, graduate, and professional curricula that improve not only what students learn, but how they learn; 7) Faculty Development. FIPSE seeks to support the development of faculty as professionals by assessing and rewarding effective teaching; helping institutions and faculty find ways to increase their emphasis on teaching and other means of involvement with student learners; promoting new and more effective teaching methods; and improving the preparation—especially the teaching skills—of graduate students who will be future faculty members; and 8) Dissemination of Successful Innovations. Recognizing that many innovative programs have already been locally developed and implemented, FIPSE invites proposals to disseminate their innovations to other institutions. FIPSE welcomes proposals that address issues not mentioned in these guidelines, or that address more than one of its priorities simultaneously; the program also encourages ideas that go beyond those that have previously been funded. In short, the aim of the areas listed above is to stimulate rather than to limit the thinking of potential applicants. SUPPORT PROVIDED: FIPSE grants may provide one, two, or three years of funding. Fiscal Year 1997 projects may begin as early as September 1, 1997, but preferably no later than January 1, 1998. It is estimated that 70 new awards will be made, about the same number as in 1996. Grants usually range from $15,000 to $150,000 per year, with an average of about $70,000 per year. These figures are only estimates and do not bind the Department of Education to a specific number of grants, or to the amount of any grant, unless that amount is otherwise specified by statute or regulations. APPLICANT INFORMATION: The improvement of postsecondary education requires the participation and cooperation of many types of institutions, organizations and agencies, and FIPSE supports a wide range of providers of educational services. Proposals may be submitted by two-and four-year colleges and universities, both public and private, accredited or nonaccredited; graduate and professional schools; community organizations; libraries; museums; non-profit trade and technical schools; unions; consortia; student groups; local government agencies; non-profit corporations; and associations. Proposals may be submitted by newly formed as well as established organizations, but not by for-profit schools or organizations. Other organizations may be eligible; the list here is not exhaustive. APPLICATION INFORMATION: The above deadline is for required preapplications; final proposals, if requested, will be due March 14, 1997. Individuals may obtain the application text from Internet address: http://www.ed.gov/programs.html. Individuals who use a telecommunications device for

the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 between 8 a.m. and 8 p.m., Eastern time, Monday through Friday. (CFDA 84.116A, 84.116B)

SUBJECTS: Education
Educational Administration
Educational Policy
Educational Assessment
Educational Systems and Institutions
Postsecondary Education
Higher Education
Graduate Education
Undergraduate Education

Illinois Researcher Information Service (IRIS)
Fri Feb 7 11:10:02 CST 1997

Ford Foundation
Education and Culture Program
Scholarship and Diversity

Secretary
320 East 43rd Street
New York, NY 10017
Phone: (212)573-5000

ACTIVITIES SUPPORTED:	Research or Dissertation
	Provision of Training Programs
	Teaching or Curric/Prog Development
	Operating or General Support
	Collaborative Activity
LAST REVIEWED:	03/13/96
ACADEMIC BACKGROUND REQUIRED:	Doctorate/Equiv Professional
CITIZENSHIP REQUIRED:	U.S. Citizens
AGENCY TYPE:	Other
DEADLINES ANNOUNCED:	None

The Minority Doctoral and Postdoctoral Fellowships program represents the Foundation's oldest continuing commitment to education in the United States. The fellowships address the Foundation's concern for fostering diversity in the teaching profession. So does the Minority Teacher Education Initiative. Launched in 1989, it is helping education departments and schools of education at over 40 colleges and univerisities to expand their efforts to recruit and train minority teachers. Most of the Foundation's arts grants support work in the United States. Having completed a major project of funding for Hispanic and African-American museums, the Foundation also supports efforts to preserve American Indian culture. Foundation grants aim to help these cultural institutions serve their communities while sustaining their vibrant heritages. To strengthen democratic values and promote international cooperation, the Foundation is supporting a project called "American Commitments: Diveristy, Democracy, and Liberal Education." More than 80 colleges and universities are involved in the project, which aims to foster better intergroup relations on American college campuses. This effort has parallels overseas. They include projects to promote a multicultural curriculum in South African univeristies and a campus-based initiative on cultural diversity in India. Foundation efforts to strengthen the civic role of the arts include funds for a show that examines urban racial and ethnic tensions. The Foundation has provided major support for a region-wide effort in Latin America to encourage a new generation of social scientists to focus on comtemporary public policy issues. Foundation support is also enabling 10 U.S. colleges and universities to develop courses that will be both accessible and meaningful to undergraduates who are not planning to major in the social sciences but wish to gain a greater understanding of contemporary political, economic, and social problems. The

Foundation's continuing support for student community service curricula is yet another way of strengthening democratic values.

SUBJECTS: Education
International Education
Multicultural Education
Social Science Education
Minority Education

Illinois Researcher Information Service (IRIS)
Fri Feb 7 11:19:12 CST 1997

APPENDIX D

FOUNDATION CENTER LIBRARIES AND COOPERATING COLLECTIONS LOCATIONS

The following pages contain addresses and phone numbers for all of the Foundation Center reference collections and cooperating collections. The Foundation Center libraries contain vast amounts of information on foundation funding of all kinds, as well as IRS 990-PF's for at least all private foundations located in their geographic regions. Cooperating collections, located at libraries, community foundations, and other nonprofit agencies, agree to provide the public with free access to a core collection of resources published by the Foundation Center. Cooperating collections sometimes include several other grant resources in their collections.

Foundation Center Libraries and Cooperating Collections

Foundation Center Libraries

The Foundation Center
Atlanta Office and Library
Suite 150, Grand Lobby
Hurt Bldg, 50 Hurt Plaza
Atlanta, GA 30303-2914
Tel: (404) 880-0094

The Foundation Center
Cleveland Office and Kent H. Smith Library
1422 Euclid AVenue, Suite 1356
Cleveland, OH 44115-2001
Tel: (216) 861-1933

The Foundation Center
New York Office and Gladys Brooks Library
79 Fifth Avenue, 8th Floor
New York, NY 10003-3076
Tel: (212) 620-4230

The Foundation Center
San Francisco Office and Library
312 Sutter Street, Rm 312
San Francisco, CA 94108-4314
Tel: (415) 397-0902

The Foundation Center
Washington, D.C., Office and Library
1001 Connecticut Avenue, NW, Ste 938
Washington, D.C. 20036-5588
Tel: (202) 331-1400

Foundation Center Cooperating Collections

The Cooperating Collections marked with an asterisk (*) have sets of private foundation information returns (IRS Forms 990-PF) for their state and/or neighboring states.

ALABAMA

BIRMINGHAM PUBLIC LIBRARY*
Government Documents
2100 Park Place
Birmingham 35203
(205)226-3600

HUNTSVILLE PUBLIC LIBRARY
915 Monroe St.
Huntsville 35801
(205)532-5940

UNIVERSITY OF SOUTH ALABAMA*
Library Building
Mobile 36688
(205)460-7025

AUBURN UNIVERSITY AT MONTGOMERY LIBRARY*
7300 University Drive
Montgomery 36117-3596
(205)244-3653

ALASKA

UNIVERSITY OF ALASKA AT ANCHORAGE LIBRARY*
3211 Providence Drive
Anchorage 99508
(907)786-1848

JUNEAU PUBLIC LIBRARY
Reference
292 Marine Way
Juneau 99801
(907)586-5267

ARIZONA

PHOENIX PUBLIC LIBRARY*
Information Services Dept
1221 N. Central
Phoenix 85004
(602)262-4636

TUCSON PIMA LIBRARY*
101 N. Stone Ave.
Tucson 87501
(520)791-4010

ARKANSAS

WESTARK COMMUNITY COLLEGE-BORHAM LIBRARY*
5210 Grand Avenue
Ft. Smith 72913
(501)788-7200

CENTRAL ARKANSAS LIBRARY SYSTEM*
700 Louisiana
Little Rock 72201
(501)370-5952

PINE BLUFF-JEFFERSON COUNTY LIBRARY SYSTEM
200 E. Eighth
Pine Bluff 71601
(501)534-2159

CALIFORNIA

HUMBOLDT AREA FOUNDATION*
P.O. Box 99
Bayside 95524
(707)442-2993

VENTURA COUNTY COMMUNITY FOUNDATION*
Funding and Information Resource Center
1355 Del Norte Rd.
Camarillo 93010
(805)988-0196

CALIFORNIA COMMUNITY FOUNDATION*
Funding Information Center
606 S. Olive St., Suite 2400
Los Angeles 90014-1526
(213)413-4042

OAKLAND COMMUNITY FUND
Nonprofit Resource Center
1203 Preservation Pkwy., Suite 100
Oakland 94612
(510)834-1010

GRANT & RESOURCE CENTER OF NORTHERN CALIFORNIA*
Building C, Suite A
2280 Benton Dr.
Redding 96003
(916)244-1219

LOS ANGELES PUBLIC LIBRARY
West Valley Regional Branch Library
19036 Van Owen St.
Reseda 91335
(818)345-4393

RIVERSIDE CITY & COUNTY PUBLIC LIBRARY
3021 Franklin Ave.
Riverside 92502
(714)782-5201

NONPROFIT RESOURCE CENTER
Sacramento Public Library
828 I Street, 2nd Floor
Sacramento 95814
(916)264-2772

SAN DIEGO COMMUNITY FOUNDATION*
Funding Information Center
101 West Broadway, Suite 1120
San Diego 92101
(619)239-8815

NONPROFIT DEVELOPMENT CENTER
Library
1922 The Alameda, Suite 212
San Jose 95126
(408)248-9505

PENINSULA COMMUNITY FOUNDATION*
Funding Information Library
1700 S. El Camino Real, R301
San Mateo 94402-3049
(415)358-9392

LOS ANGELES PUBLIC LIBRARY
San Pedro Regional Branch
9131 S. Gaffey St.
San Pedro 90731
(310)548-7779

VOLUNTEER CENTER OF GREATER ORANGE COUNTY
Nonprofit Resource Center
1901 East 4th Street, Suite 100
Santa Ana 92705
(714)953-1655

SANTA BARBARA PUBLIC LIBRARY
40 E. Anapamu St.
Santa Barbara 93101
(805)962-7653

SANTA MONICA PUBLIC LIBRARY
1343 Sixth St.
Santa Monica 90401-1603
(310)458-8600

Towson University, Baltimore, MD

SONOMA COUNTY LIBRARY
3rd & E Streets
Santa Rosa 95404
(707) 545-0831

SEASIDE BRANCH LIBRARY
550 Harcourt St.
Seaside 93955
(408) 899-8131

COLORADO

EL POMAR NONPROFIT RESOURCE CENTER
1161 Mesa Ave.
Colorado Springs 80906
(800) 554-7711

DENVER PUBLIC LIBRARY*
General Reference/Nonfiction
10 W. 14th Avenue Parkway
Denver 80204
(303) 640-6200

CONNECTICUT

DANBURY PUBLIC LIBRARY
170 Main St.
Danbury 06810
(203) 797-4527

GREENWICH LIBRARY*
101 West Putnam Ave.
Greenwich 06830
(203) 622-7910

HARTFORD PUBLIC LIBRARY*
500 Main St.
Hartford 06103
(860) 543-8656

DELAWARE

UNIVERSITY OF DELAWARE*
Hugh Morris Library
Newark 19717-5267
(302) 831-2432

DISTRICT OF COLUMBIA

FOUNDATION CENTER OFFICE AND LIBRARY
1001 Connecticut Avenue, NW
Suite 938
Washington, DC 20036
(202) 331-1400

FLORIDA

VOLUSIA COUNTY LIBRARY CENTER
City Island
Daytona Beach 32014-4484
(904) 257-6036

NOVA SOUTHEASTERN UNIVERSITY*
Einstein Library
3301 College Ave.
Fort Lauderdale 33314
(305) 475-7050

INDIAN RIVER COMMUNITY COLLEGE
Charles S. Miley Learning Resource Center
3209 Virginia Ave.
Fort Pierce 34981-5599
(561) 462-4757

JACKSONVILLE PUBLIC LIBRARIES*
Grants Resource Center
122 N. Ocean St.
Jacksonville 32202
(904) 630-2665

MIAMI-DADE PUBLIC LIBRARY*
Humanities/Social Science
101 W. Flagler St.
Miami 33130
(305) 375-5575

ORLANDO PUBLIC LIBRARY*
Social Sciences Department
101 E. Central Blvd.
Orlando 32801
(407) 425-4694

SELBY PUBLIC LIBRARY
Reference
1001 Blvd. of the Arts
Sarasota 34236
(941) 951-5501

TAMPA-HILLSBOROUGH COUNTY PUBLIC LIBRARY*
900 N. Ashley Drive
Tampa 33602
(813) 273-3628

COMMUNITY FOUNDATION OF PALM BEACH & MARTIN COUNTIES*
324 Datura St., Suite 340
West Palm Beach 33401
(407) 659-6800

GEORGIA

ATLANTA-FULTON PUBLIC LIBRARY*
Foundation Collection-Ivan Allen Department
1 Margaret Mitchell Square
Atlanta 30303-1089
(404) 730-1900

UNITED WAY OF GEORGIA*
Community Resource Center
301 Mulberry St., Suite 301
Macon 31201
(912) 745-4732

THOMAS COUNTY PUBLIC LIBRARY*
201 N. Madison St.
Thomasville 31792
(912) 225-5252

HAWAII

UNIVERSITY OF HAWAII*
Hamilton Library
2550 The Mall
Honolulu 96822
(808) 956-7214

HAWAII COMMUNITY FOUNDATION RESOURCE LIBRARY
Hawaii Resource Center
222 Merchant St., Second Floor
Honolulu 96813
(808) 537-6333

IDAHO

BOISE PUBLIC LIBRARY*
715 S. Capitol Blvd.
Boise 83702
(208) 384-4024

CALDWELL PUBLIC LIBRARY*
1010 Dearborn St.
Caldwell 83605
(208) 459-3242

ILLINOIS

DONORS FORUM OF CHICAGO*
53 W. Jackson Blvd., Suite 430
Chicago 60604-3608
(312) 431-0265

EVANSTON PUBLIC LIBRARY*
1703 Orrington Ave.
Evanston 60201
(708)866-0305

ROCK ISLAND PUBLIC LIBRARY
401 - 19th St.
Rock Island 61201
(309)788-7627

UNIVERSITY OF ILLINOIS AT SPRINGFIELD, BROOKENS LIBRARY*
Shepherd Road
Springfield 62794-9243
(217)786-6633

INDIANA

ALLEN COUNTY PUBLIC LIBRARY*
900 Webster St.
Ft. Wayne 46802
(219)424-0544

INDIANA UNIVERSITY NORTHWEST LIBRARY
3400 Broadway
Gary 46408
(219)980-6582

INDIANAPOLIS-MARION COUNTY PUBLIC LIBRARY*
Social Sciences
40 E. St. Clair
Indianapolis 46206
(317)269-1733

IOWA

CEDAR RAPIDS PUBLIC LIBRARY*
Foundation Center Collection
500 First St., SE
Cedar Rapids 52401
(319)398-5123

SOUTHWESTERN COMMUNITY COLLEGE*
Learning Resource Center
1501 W. Townline Rd.
Creston 50801
(515)782-7081

PUBLIC LIBRARY OF DES MOINES*
100 Locust
Des Moines 50309-1791
(515)283-4152

SIOUX CITY PUBLIC LIBRARY*
529 Pierce St.
Sioux City 51101-1202
(712)252-5669

KANSAS

DODGE CITY PUBLIC LIBRARY*
1001 2nd Ave.
Dodge City 67801
(316)225-0248

TOPEKA AND SHAWNEE COUNTY PUBLIC LIBRARY*
1515 SW 10th Ave.
Topeka 66604-1374
(913)233-2040

WICHITA PUBLIC LIBRARY*
223 S. Main St.
Wichita 67202
(316)262-0611

KENTUCKY

WESTERN KENTUCKY UNIVERSITY
Helm-Cravens Library
Bowling Green 42101-3576
(502)745-6125

LEXINGTON PUBLIC LIBRARY*
140 East Main Street
Lexington 40507-1376
(606)231-5520

LOUISVILLE FREE PUBLIC LIBRARY*
301 York Street
Louisville 40203
(502)574-1611

LOUISIANA

EAST BATON ROUGE PARISH LIBRARY*
Centroplex Branch Grants Collection
120 St. Louis
Baton Rouge 70802
(504)389-4960

BEAUREGARD PARISH LIBRARY*
205 S. Washington Ave.
De Ridder 70634
(318)463-6217

NEW ORLEANS PUBLIC LIBRARY*
Business & Science Division
219 Loyola Ave.
New Orleans 70140
(504)596-2580

SHREVE MEMORIAL LIBRARY*
424 Texas St.
Shreveport 71120-1523
(318)226-5894

MAINE

MAINE GRANTS INFORMATION CENTER*
University of Southern Maine
P.O. Box 9301, 314 Forest Ave.
Portland 04104-9301
(207)780-4606

MARYLAND

ENOCH PRATT FREE LIBRARY*
Social Science & History
400 Cathedral St.
Baltimore 21201
(410)396-5430

MASSACHUSETTS

ASSOCIATED GRANTMAKERS OF MASSACHUSETTS*
294 Washington St., Suite 840
Boston 02108
(617)426-2606

BOSTON PUBLIC LIBRARY*
Soc. Sci. Reference
666 Boylston St.
Boston 02117
(617)536-5400

WESTERN MASSACHUSETTS FUNDING RESOURCE CENTER
65 Elliot St.
Springfield 01101-1730
(413)732-3175

WORCESTER PUBLIC LIBRARY*
Grants Resource Center
Salem Square
Worcester 01608
(508)799-1655

Towson University, Baltimore, MD

MICHIGAN

ALPENA COUNTY LIBRARY*
211 N. First St.
Alpena 49707
(517)356-6188

UNIVERSITY OF MICHIGAN-ANN ARBOR*
Graduate Library
Reference & Research Services Department
Ann Arbor 48109-1205
(313)764-9373

WILLARD PUBLIC LIBRARY*
7 W. Van Buren St.
Battle Creek 49017
(616)968-8166

HENRY FORD CENTENNIAL LIBRARY*
Adult Services
16301 Michigan Ave.
Dearborn 48126
(313)943-2330

WAYNE STATE UNIVERSITY*
Purdy/Kresge Library
5265 Cass Avenue
Detroit 48202
(313)577-6424

MICHIGAN STATE UNIVERSITY LIBRARIES*
Social Sciences/Humanities
Main Library
East Lansing 48824-1048
(517)353-8818

FARMINGTON COMMUNITY LIBRARY*
32737 West 12 Mile Rd.
Farmington Hills 48018
(810)553-0300

UNIVERSITY OF MICHIGAN-FLINT*
Library
Flint 48502-2186
(810)762-3408

GRAND RAPIDS PUBLIC LIBRARY*
Business Dept.-3rd Floor
60 Library Plaza NE
Grand Rapids 49503-3093
(616)456-3600

MICHIGAN TECHNOLOGICAL UNIVERSITY
Van Pelt Library
1400 Townsend Dr.
Houghton 49931
(906)487-2507

MAUD PRESTON PALENSKE MEMORIAL LIBRARY
500 Market St.
Saint Joseph 49085
(616)983-7167

SAULT STE. MARIE AREA PUBLIC SCHOOLS
Office of Compensatory Education
460 W. Spruce St.
Sault Ste. Marie 49783-1874
(906)635-6619

NORTHWESTERN MICHIGAN COLLEGE*
Mark & Helen Osterin Library
1701 E. Front St.
Traverse City 49684
(616)922-1060

MINNESOTA

DULUTH PUBLIC LIBRARY*
520 W. Superior St.
Duluth 55802
(218)723-3802

SOUTHWEST STATE UNIVERSITY*
University Library
Marshall 56258
(507)537-6176

MINNEAPOLIS PUBLIC LIBRARY*
Sociology Department
300 Nicollet Mall
Minneapolis 55401
(612)372-6555

ROCHESTER PUBLIC LIBRARY
11 First St. SE
Rochester 55904-3777
(507)285-8002

ST. PAUL PUBLIC LIBRARY
90 W. Fourth St.
St. Paul 55102
(612)292-6307

MISSISSIPPI

JACKSON/HINDS LIBRARY SYSTEM*
300 N. State St.
Jackson 39201
(601)968-5803

MISSOURI

CLEARINGHOUSE FOR MIDCONTINENT FOUNDATIONS*
University of Missouri-Kansas City
5110 Cherry, Suite 310
Kansas City 64110
(816)235-1176

KANSAS CITY PUBLIC LIBRARY*
311 E. 12th St.
Kansas City 64106-2454
(816)221-9650

METROPOLITAN ASSOCIATION FOR PHILANTHROPY, INC.*
5615 Pershing Avenue, Suite 20
St. Louis 63112
(314)361-3900

SPRINGFIELD-GREENE COUNTY LIBRARY*
397 E. Central
Springfield 65802
(417)837-5000

MONTANA

MONTANA STATE UNIVERSITY-BILLINGS*
Library-Special Collections
1500 North 30th St.
Billings 59101-0298
(406)657-1662

BOZEMAN PUBLIC LIBRARY*
220 E. Lamme
Bozeman 59715
(406)586-4787

MONTANA STATE LIBRARY*
Library Services
1515 E. 6th Ave.
Helena 59620
(406)444-3004

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UNIVERSITY OF MONTANA*
Maureen & Mike Mansfield
Library
Missoula 59812-1195
(406)243-6800

NEBRASKA

UNIVERSITY OF NEBRASKA-LINCOLN*
Love Library
14th & R Streets
Lincoln 68588-0410
(402)472-2848

W. DALE CLARK LIBRARY*
Social Sciences Department
215 S. 15th St.
Omaha 68102
(402)444-4826

NEVADA

LAS VEGAS-CLARK COUNTY LIBRARY DISTRICT*
833 Las Vegas Blvd. North
Las Vegas 89101
(702)382-5280

WASHOE COUNTY LIBRARY*
301 S. Center St.
Reno 89501
(702)785-4010

NEW HAMPSHIRE

NEW HAMPSHIRE CHARITABLE FDN.*
37 Pleasant St.
Concord 03301-4005
(603)225-6641

PLYMOUTH STATE COLLEGE*
Herbert H. Lamson Library
Plymouth 03264
(603)535-2258

NEW JERSEY

CUMBERLAND COUNTY LIBRARY
New Jersey Room
800 E. Commerce St.
Bridgeton 08302
(609)453-2210

FREE PUBLIC LIBRARY OF ELIZABETH*
11 S. Broad St.
Elizabeth 07202
(908)354-6060

COUNTY COLLEGE OF MORRIS*
Learning Resource Center
214 Center Grove Rd.
Randolph 07869
(201)328-5296

NEW JERSEY STATE LIBRARY*
Governmental Reference Services
185 West State St.
Trenton 08625-0520
(609)292-6220

NEW MEXICO

ALBUQUERQUE COMMUNITY FOUNDATION*
3301 Menual NE, Ste. 30
Albuquerque 87176-6960
(505)883-6240

NEW MEXICO STATE LIBRARY*
Information Services
325 Don Gaspar
Santa Fe 87503
(505)827-3824

NEW YORK

NEW YORK STATE LIBRARY*
Humanities Reference
Cultural Education Center
Empire State Plaza
Albany 12230
(518)474-5355

SUFFOLK COOPERATIVE LIBRARY SYSTEM
627 N. Sunrise Service Rd.
Bellport 11713
(516)286-1600

NEW YORK PUBLIC LIBRARY
Fordham Branch
2556 Bainbridge Ave.
Bronx 10458
(718)220-6575

BROOKLYN IN TOUCH INFORMATION CENTER, INC.
One Hanson Place-Room 2504
Brooklyn 11243
(718)230-3200

BROOKLYN PUBLIC LIBRARY
Social Sciences Division
Grand Army Plaza
Brooklyn 11238
(718)780-7700

BUFFALO & ERIE COUNTY PUBLIC LIBRARY*
Business & Labor Dept.
Lafayette Square
Buffalo 14203
(716)858-7097

HUNTINGTON PUBLIC LIBRARY
338 Main St.
Huntington 11743
(516)427-5165

QUEENS BOROUGH PUBLIC LIBRARY
Social Sciences Division
89-11 Merrick Blvd.
Jamaica 11432
(718)990-0761

LEVITTOWN PUBLIC LIBRARY*
1 Bluegrass Lane
Levittown 11756
(516)731-5728

FOUNDATION CENTER OFFICE AND LIBRARY
79 Fifth Avenue
8th Floor
New York 10003-3076
(212)620-4230

NEW YORK PUBLIC LIBRARY
Countee Cullen Branch Library
104 W. 136th St.
New York 10030
(212)491-2070

PLATTSBURGH PUBLIC LIBRARY
19 Oak St.
Plattsburgh 12901
(518)563-0921

ADRIANCE MEMORIAL LIBRARY
Special Services Department
93 Market St.
Poughkeepsie 12601
(914)485-3445

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ROCHESTER PUBLIC LIBRARY*
Business, Economics & Law
115 South Avenue
Rochester 14604
(716)428-7328

ONONDAGA COUNTY PUBLIC LIBRARY
447 S. Salina St.
Syracuse 13202-2494
(315)435-1900

UTICA PUBLIC LIBRARY
303 Genesee St.
Utica 13501
(315)735-2279

WHITE PLAINS PUBLIC LIBRARY
100 Martine Ave.
White Plains 10601
(914)422-1480

NORTH CAROLINA

COMMUNITY FDN. OF WESTERN NORTH CAROLINA*
Learning Resources Center
14 College Street
P.O. Box 1888
Asheville 28801
(704)254-4960

THE DUKE ENDOWMENT*
200 S. Tryon St., Suite 1100
Charlotte 28202
(704)376-0291

DURHAM COUNTY PUBLIC LIBRARY
301 North Roxboro
Durham 27702
(919)560-0110

STATE LIBRARY OF NORTH CAROLINA*
Government and Business Services
Archives Bldg., 109 E. Jones St.
Raleigh 27601
(919)733-3270

FORSYTH COUNTY PUBLIC LIBRARY*
660 W. 6th St.
Winston-Salem 27101
(910)727-2680

NORTH DAKOTA

BISMARCK PUBLIC LIBRARY*
515 North Fifth St.
Bismarck 58501
(701)222-6410

FARGO PUBLIC LIBRARY*
102 N. 3rd St.
Fargo 58102
(701)241-1491

OHIO

STARK COUNTY DISTRICT LIBRARY
Humanities
715 Market Ave. N.
Canton 44702
(330)452-0665

FOUNDATION CENTER OFFICE AND LIBRARY
Kent H. Smith Library
Hanna Building, Suite 1356
1422 Euclid Avenue
Cleveland, OH 44115
(216)861-1934

PUBLIC LIBRARY OF CINCINNATI & HAMILTON COUNTY*
Grants Resource Center
800 Vine St.-Library Square
Cincinnati 45202-2071
(513)369-6940

COLUMBUS METROPOLITAN LIBRARY
Business and Technology
96 S. Grant Ave.
Columbus 43215
(614)645-2590

DAYTON & MONTGOMERY COUNTY PUBLIC LIBRARY*
Grants Resource Center
215 E. Third St.
Dayton 45402
(513)227-9500 x211

MANSFIELD/RICHLAND COUNTY LIBRARY*
42 W. 3rd st.
Mansfield 44902
(419)521-3110

TOLEDO-LUCAS COUNTY PUBLIC LIBRARY*
Social Sciences Department
325 Michigan St.
Toledo 43624-1614
(419)259-5245

YOUNGSTOWN & MAHONING COUNTY LIBRARY*
305 Wick Ave.
Youngstown 44503
(216)744-8636

MUSKINGUM COUNTY LIBRARY
220 N. 5th St.
Zanesville 43701
(614)453-0391

OKLAHOMA

OKLAHOMA CITY UNIVERSITY*
Dulaney Browne Library
2501 N. Blackwelder
Oklahoma City 73106
(405)521-5072

TULSA CITY-COUNTY LIBRARY*
400 Civic Center
Tulsa 74103
(918)596-7944

OREGON

OREGON INSTITUTE OF TECHNOLOGY
Library
3201 Campus Dr.
Klamath Falls 97601-8801
(503)885-1773

PACIFIC NON-PROFIT NETWORK*
Grantsmanship Resource Library
33 N. Central, Suite 211
Medford 97501
(503)779-6044

MULTNOMAH COUNTY LIBRARY
Government Documents
801 SW Tenth Ave.
Portland 97205
(503)248-5123

OREGON STATE LIBRARY*
State Library Building
Salem 97310
(503)378-4277

PENNSYLVANIA

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NORTHAMPTON COMMUNITY COLLEGE
Learning Resources Center
3835 Green Pond Rd.
Bethlehem 18017
(215)861-5360

ERIE COUNTY LIBRARY SYSTEM
27 South Park Row
Erie 16501
(814)451-6927

DAUPHIN COUNTY LIBRARY SYSTEM
Central Library
101 Walnut St.
Harrisburg 17101
(717)234-4976

LANCASTER COUNTY PUBLIC LIBRARY
125 N. Duke St.
Lancaster 17602
(717)394-2651

FREE LIBRARY OF PHILADELPHIA*
Regional Foundation Center
Logan Square
Philadelphia 19103
(215)686-5423

CARNEGIE LIBRARY OF PITTSBURGH*
Foundation Collection
4400 Forbes Ave.
Pittsburgh 15213-4080
(412)622-1917

POCONO NORTHEAST DEVELOPMENT FUND
James Pettinger Memorial Library
1151 Oak St.
Pittston 18640-3755
(717)655-5581

READING PUBLIC LIBRARY
100 South Fifth St.
Reading 19602
(610)655-6355

MARTIN LIBRARY*
159 Market St.
York 17401
(717)846-5300

RHODE ISLAND

PROVIDENCE PUBLIC LIBRARY*
225 Washington St.
Providence 02906
(401)455-8088

SOUTH CAROLINA

ANDERSON COUNTY LIBRARY*
202 East Greenville St.
Anderson 29621
(803)260-4500

CHARLESTON COUNTY LIBRARY*
404 King St.
Charleston 29403
(803)723-1645

SOUTH CAROLINA STATE LIBRARY*
1500 Senate St.
Columbia 29211
(803)734-8666

SOUTH DAKOTA

DAKOTA STATE UNIVERSITY
Business & Education Institute
3534 South Western Ave.
Sioux Falls 57105
(605)367-5380

SOUTH DAKOTA STATE LIBRARY*
800 Governors Drive
Pierre 57501-2294
(605)773-5070
(800)592-1841 (SD residents)

SIOUX FALLS AREA FOUNDATION*
141 N. Main Ave., Suite 310
Sioux Falls 57102-1132
(605)336-7055

TENNESSEE

KNOX COUNTY PUBLIC LIBRARY*
500 W. Church Ave.
Knoxville 37902
(615)544-5700

MEMPHIS & SHELBY COUNTY PUBLIC LIBRARY*
1850 Peabody Ave.
Memphis 38104
(901)725-8877

NASHVILLE PUBLIC LIBRARY*
Business Information Division
225 Polk Ave.
Nashville 37203
(615)862-5843

TEXAS

ABILENE CENTER FOR NONPROFIT MANAGEMENT
Funding Information Library
500 N. Chestnut, Suite 1511
Abilene 79604
(915)677-8166

AMARILLO AREA FOUNDATION*
700 First National Place
801 S. Fillmore
Amarillo 79101
(806)376-4521

HOGG FOUNDATION FOR MENTAL HEALTH*
3001 Lake Austin Blvd.
Austin 78703
(512)471-5041

TEXAS A & M UNIVERSITY AT CORPUS CHRISTI
Library
Reference Dept.
6300 Ocean Dr.
Corpus Christi 78412
(512)994-2608

DALLAS PUBLIC LIBRARY*
Urban Information
1515 Young St.
Dallas 75201
(214)670-1487

EL PASO COMMUNITY FOUNDATION
201 E. Main St., Suite 1616
El Paso 79901
(915)533-4020

FUNDING INFORMATION CENTER OF FORT WORTH*
Texas Christian University
Library
2800 S. University Dr.
TCU Box 298410
Ft. Worth 76129
(817)921-7664

HOUSTON PUBLIC LIBRARY*
Bibliographic Information Center
500 McKinney
Houston 77002
(713)236-1313

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Towson University, Baltimore, MD

LONGVIEW PUBLIC LIBRARY*
222 W. Cotton St.
Longview 75601
(903)237-1352

LUBBOCK AREA FOUNDATION, INC.
1655 Main St.
Suite 209
Lubbock 79401
(806)762-8061

NONPROFIT RESOURCE CENTER OF TEXAS*
111 Soledad, Suite 601
San Antonio 78205
(210)227-4333

WACO-MCLENNAN COUNTY LIBRARY*
1717 Austin Ave.
Waco 76701
(817)750-5944

NORTH TEXAS CENTER FOR NONPROFIT MANAGEMENT*
624 Indiana, Suite 307
Wichita Falls 76301
(817)322-4961

UTAH

SALT LAKE CITY PUBLIC LIBRARY*
209 East 500 South
Salt Lake City 84111
(801)524-8200

VERMONT

VERMONT DEPT. OF LIBRARIES*
Reference & Law Info. Services
109 State St.
Montpelier 05609
(802)828-3268

VIRGINIA

HAMPTON PUBLIC LIBRARY
4207 Victoria Blvd.
Hampton 23669
(804)727-1312

RICHMOND PUBLIC LIBRARY*
Business, Science & Technology
101 East Franklin St.
Richmond 23219
(804)780-8223

ROANOKE CITY PUBLIC LIBRARY SYSTEM*
Central Library
706 S. Jefferson St.
Roanoke 24016
(703)981-2477

WASHINGTON

MID-COLUMBIA LIBRARY*
405 South Dayton
Kennewick 99336
(509)586-3156

SEATTLE PUBLIC LIBRARY*
Science, Social Science
1000 Fourth Ave.
Seattle 98104
(206)386-4620

SPOKANE PUBLIC LIBRARY*
Funding Information Center
West 906 Main Ave.
Spokane 99201
(509)626-5347

UNITED WAY OF PIERCE *COUNTY
Center for Nonprofit Development
734 Broadway
P.O. Box 2215
Tacoma 98401
(206)597-6686

GREATER WENATCHEE COMMUNITY FOUNDATION AT THE WENATCHEE PUBLIC LIBRARY
310 Douglas St.
Wenatchee 98807
(509)662-5021

WEST VIRGINIA

KANAWHA COUNTY PUBLIC LIBRARY*
123 Capitol St.
Charleston 25301
(304)343-4646

WISCONSIN

UNIVERSITY OF WISCONSIN-MADISON*
Memorial Library
728 State St.
Madison 53706
(608)262-3242

MARQUETTE UNIVERSITY MEMORIAL LIBRARY*
Funding Information Center
1415 W. Wisconsin Ave.
Milwaukee 53233
(414)288-1515

UNIVERSITY OF WISCONSIN -STEVENS POINT*
Library-Foundation Collection
99 Reserve St.
Stevens Point 54481-3897
(715)346-4204

WYOMING

NATRONA COUNTY PUBLIC LIBRARY*
307 E. 2nd St.
Casper 82601-2598
(307)237-4935

LARAMIE COUNTY COMMUNITY COLLEGE*
Instructional Resource Center
1400 E. College Dr.
Cheyenne 82007-3299
(307)778-1206

CAMPBELL COUNTY PUBLIC LIBRARY*
2101 4-J Road
Gillette 82716
(307)682-3223

TETON COUNTY LIBRARY*
320 S. King St.
Jackson 83001
(307)733-2164

ROCK SPRINGS LIBRARY
400 C St.
Rock Springs 82901
(307)362-6212

PUERTO RICO

UNIVERSITY OF PUERTO RICO
Ponce Technological College Library
Box 7186
Ponce 00732
(809)844-8181

UNIVERSIDAD DEL SAGRADO CORAZON
M.M.T. Guevara Library
Santurce 00914
(809)728-1515 x 4357

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APPENDIX E

IRS 990-PF ANNUAL TAX RETURN SAMPLE

A private foundation's annual federal tax return is often useful in determining what types of organizations and projects a foundation tends to fund. If a foundation does not publish an annual report, the IRS 990-PF might be the only clue as to their priorities. What follows are some sample pages of an IRS 990-PF tax return, reprinted from *The Foundation Center's User-friendly Guide*. A 990-PF is actually several pages longer than this sample, but these are the areas of most interest to grantseekers. Copies of IRS 990-PF's are available from the Foundation Center, your state's attorney general (for foundations headquartered in that state), and the Internal Revenue Service.

Form **990-PF**

Department of the Treasury
Internal Revenue Service

Return of Private Foundation

or Section 4947(a)(1) Nonexempt Charitable Trust Treated as a Private Foundation

Note: *The organization may be able to use a copy of this return to satisfy state reporting requirements.*

OMB No. 1545-0052

1996

For calendar year 1996, or tax year beginning , 1996, and ending , 19 .

Use the IRS label. Otherwise, please print or type. See Specific Instructions.	Name of organization	**A Employer identification number**
	Number and street (or P.O. box number if mail is not delivered to street address) / Room/suite	**B State registration number** (see instruction F)
	City or town, state, and ZIP code	**C** If exemption application is pending, check here ▶ ☐
		D 1. Foreign organizations, check here ▶ ☐
		2. Organizations meeting the 85% test, check here and attach computation ▶ ☐
		E If private foundation status was terminated under section 507(b)(1)(A), check here ▶ ☐
		F If the foundation is in a 60-month termination under section 507(b)(1)(B), check here ▶ ☐
		G If address changed, check here ▶ ☐

H Check type of organization: ☐ Section 501(c)(3) exempt private foundation ☐ Section 4947(a)(1) nonexempt charitable trust ☐ Other taxable private foundation

I Fair market value of all assets at end of year *(from Part II, col. (c), line 16)* ▶ $

J Accounting method: ☐ Cash ☐ Accrual ☐ Other (specify) .....
(Part I, column (d) must be on cash basis.)

Part I Analysis of Revenue and Expenses *(The total of amounts in columns (b), (c), and (d) may not necessarily equal the amounts in column (a) (see page 8 of the instructions).)*

		(a) Revenue and expenses per books	(b) Net investment income	(c) Adjusted net income	(d) Disbursements for charitable purposes (cash basis only)
Revenue	1 Contributions, gifts, grants, etc., received (attach schedule)				
	2 Contributions from split-interest trusts . . .				
	3 Interest on savings and temporary cash investments				
	4 Dividends and interest from securities				
	5a Gross rents				
	b (Net rental income or (loss) _____)				
	6 Net gain or (loss) from sale of assets not on line 10				
	7 Capital gain net income (from Part IV, line 2) . .				
	8 Net short-term capital gain				
	9 Income modifications				
	10a Gross sales less returns and allowances _____				
	b Less: Cost of goods sold . . _____				
	c Gross profit or (loss) (attach schedule)				
	11 Other income (attach schedule)				
	12 **Total** (add lines 1 through 11)				

Part VIII Information About Officers, Directors, Trustees, Foundation Managers, Highly Paid Employees, and Contractors

1 **List all officers, directors, trustees, foundation managers and their compensation (see page 17 of the instructions):**

(a) Name and address	(b) Title, and average hours per week devoted to position	(c) Compensation (If not paid, enter -0-)	(d) Contributions to employee benefit plans and deferred compensation	(e) Expense account, other allowances

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Part IX-A **Summary of Direct Charitable Activities**

List the foundation's four largest direct charitable activities during the tax year. Include relevant statistical information such as the number of organizations and other beneficiaries served, conferences convened, research papers produced, etc.	Expenses
1	
2	
3	
4	

Form 990-PF (1998) Page 9

Part XV **Supplementary Information (Complete this part only if the organization had $5,000 or more in assets at any time during the year—see page 22 of the instructions.)**

1 **Information Regarding Foundation Managers:**

a List any managers of the foundation who have contributed more than 2% of the total contributions received by the foundation before the close of any tax year (but only if they have contributed more than $5,000). (See section 507(d)(2).)

b List any managers of the foundation who own 10% or more of the stock of a corporation (or an equally large portion of the ownership of a partnership or other entity) of which the foundation has a 10% or greater interest.

2 **Information Regarding Contribution, Grant, Gift, Loan, Scholarship, etc., Programs:**

Check here ▶ ☐ if the organization only makes contributions to preselected charitable organizations and does not accept unsolicited requests for funds. If the organization makes gifts, grants, etc., (see page 22 of the instructions) to individuals or organizations under other conditions, complete items 2a, b, c, and d.

a The name, address, and telephone number of the person to whom applications should be addressed:

b The form in which applications should be submitted and information and materials they should include:

c Any submission deadlines:

d Any restrictions or limitations on awards, such as by geographical areas, charitable fields, kinds of institutions, or other factors:

Towson University, Baltimore, MD

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Form 990-PF (1996) Page 10

Part XV Supplementary Information (continued)

3 Grants and Contributions Paid During the Year or Approved for Future Payment

Recipient Name and address (home or business)	If recipient is an individual, show any relationship to any foundation manager or substantial contributor	Foundation status of recipient	Purpose of grant or contribution	Amount
a *Paid during the year*				
Total ▶ 3a				
b *Approved for future payment*				
Total ▶ 3b				

National Center for Curriculum Transformation Resources on Women

RECOMMENDED REFERENCES

Recommended Basics

There are many excellent books and directories available for those seeking grants from government agencies and foundations. Here are a few of the best.

DeAngelis, James, ed. *The Grantseeker's Handbook of Essential Internet Sites*. Alexandria, VA: Capitol Publications, n.d.

> Lists over 250 Internet addresses relevant to fundraising with summaries of what will be found at the address. Also includes a primer on how to use the Internet.

Geever, Jane C. and Patricia McNeill. The Foundation Center's *Guide to Proposal Writing*. New York: The Foundation Center, 1993. ($29.95)

> Clear and concise, with helpful testimonials from numerous grantmakers and veteran proposal writers.

Margolin, Judith B. *The Foundation Center's User-Friendly Guide: A Grantseeker's Guide to Resources*. Revised edition. New York: The Foundation Center, 1992. ($12.95)

> An excellent orientation to foundation funding and to the Foundation Center libraries. Most

of this brief and to-the-point book consists of answers to the ten questions most frequently asked of the Foundation Center librarians.

Nauffts, Mitchell F., ed. *Foundation Fundamentals: A Guide for Grantseekers.* 5th ed. New York: The Foundation Center, 1994. ($19.95)

Discusses the basics of applying to foundations for grants, from evaluating one's organization, to finding prospective funders, to writing the proposal. Especially helpful are its many sample pages from funding directories and indexes, as well as forms that are useful in organizing a funding search.

Winning Grants Step By Step, The Complete Workbook for Planning, Developing & Writing Successful Proposals. Washington, D.C.: The Support Centers of America, n.d.

Other Helpful Resource Books

Bauer, David G. *The "How To" Grants Manual: Successful Grantseeking Techniques for Obtaining Public and Private Grants.* 2nd ed. Phoenix, AZ: The Oryx Press, 1993.

This funding guide thoroughly covers all of the aspects of obtaining government, private foundation, and company-sponsored foundation funding. Information ranges from organizational techniques and defining your organization to identifying potential funders, submitting proposals, and conducting follow-up activities.

DeAngelis, James, ed. *Corporate Giving Directory*. 16th ed. Washington, DC: The Taft Group, 1995.

This directory profiles over a thousand of the largest corporations that have company-sponsored foundations or corporate direct-giving programs. Information includes: name of company and its foundation; sales, profits, Fortune rank (indicates how a company compares to similar companies), and sponsoring company information; bar graphs and pie charts for the top 100 funders, illustrating financial information and contribution analyses; contact information; contribution summary, listing giving levels for several recent years; types of grants awarded; funding priorities; typical recipients, based on categories such as arts & humanities, education, science, as well as five other categories; geographic region of giving, and geographic region of corporate operations; biographical information about trustees and directors, including place of birth, schools attended, and corporate and nonprofit affiliations; giving philosophy; how to approach the company; how it makes its funding decisions; restrictions; recently awarded grants; and grant averages and range.

Derrickson, Margaret Chandler, ed. *The Literature of the Nonprofit Sector*. New York: The Foundation Center, 1989.

This publication is a bibliography of current and historical literature on philanthropy. Containing more than 4500 entries, over 1500 of the more recent works include abstracts. Sections include: Philanthropy and the Foundation World;

The Nonprofit Sector; and Related and Reference Works. In addition, indexes are provided, categorized by subject, author, and title.

Directory of Grants in the Humanities, 1994/95. 8th ed. Phoenix, AZ: The Oryx Press, 1994.

This directory lists and describes over 3500 government, foundation, corporation, and professional organization programs that fund research and study in the humanities. Each profile includes information pertaining to a funding program's function and goals; funding restrictions and requirements; funding amounts; deadlines; *Catalog of Federal Domestic Assistance* number, when relevant (this number indicates where to find a grant program in the CFDA); and contact person. In addition, programs are indexed by subject area, sponsoring organizations, and types of programs funded (program type). Also available through DIALOG Information Services, Inc. and on CD-ROM, which provide monthly and bimonthly updates, respectively. Updates list program additions, deletions and revisions.

Dumouchel, J. Robert. *Government Assistance Almanac.* 8th ed. Detroit, MI: Omnigraphics, Inc., 1994.

This publication is basically a condensed version of the *Catalog of Federal Domestic Assistance.* Listing over 1300 financial and nonfinancial federal assistance programs, each program's profile includes: official title of program; types of assistance offered; permissible uses; a brief description of the program's objectives;

eligibility requirements; range and average amounts of grants awarded; examples of funded projects; summary of recent activities; and contact information.

Elnicki, Susan E., ed. *Foundation Reporter*. 26th ed. Washington, DC: The Taft Group, 1994.

This annual directory provides thorough information about private U.S. foundations. Foundations are indexed by: state in which they are headquartered; location of grant recipient; types of funding given; and recipient type. In addition, there are indexes of officers and directors of the foundations, including biographical information such as: the names of officers, trustees, managers, staff, and contact people; place of birth of trustees and directors; colleges or universities that they attended or from which they earned degrees; and corporations and/or nonprofit organizations that they belong to. This type of information could be very useful in helping to identify foundation officers or trustees that might be interested in funding a grantseeker's project.

Floersch, Barbara. "A Grantseeker's Guide to the Federal Register." *The Grantsmanship Center/Whole Nonprofit Catalog*, Spring 1994, pp 4-15.

This article thoroughly explains what the *Federal Register* is, what it contains, and how to read a notice inviting applications. Additional information includes how to gain access to the FR, and how to decide whether to apply for a particular grant.

The Foundation Directory. New York: The Foundation Center, 1994.

This annual directory lists and describes all U.S. foundations that have assets of at least $2 million or distribute $200,000 or more yearly in grants. Information given in a foundation's entry might include: type of foundation (independent, community, company-sponsored, operating); donor names; financial data (assets, expenditures, high and low grants awarded for a given year); purpose and activities; fields of interest; limitations;types of support; application information (initial approach, deadline(s), final notification, contact person); publications (annual report, application guidelines, informational brochure); names of officers and/or trustees; and number of staff. Additionally, foundations are indexed by subject area; geographic location; types of support awarded; and names of officers, trustees, and donors. Consulting this directory will help narrow the list of prospective funders gathered from the *Foundation Grants Index*, and assist in identifying additional funding possibilities.

The Foundation Directory, Part 2. New York: The Foundation Center, 1994.

This biannual directory is similar in content to *The Foundation Directory*, with the exception that it lists foundations with annual total grants of $50,000 to $200,000.

The Foundation Grants Index. 23rd ed. New York: The Foundation Center, 1994.

Excellent place to begin developing a list of possible funders. Includes more than 45,000

grants of $10,000 or more that have been given to nonprofit organizations by over 450 foundations, including the top 100 grantmakers. Grants are listed under major subject fields, including: Arts and Culture; Higher Education; Science and Technology; and Social Sciences. Basic information is given about each grant, as well as information and giving limitations for each foundation. The subject index is often quite specific, including categories such as: higher education, curriculum; higher education, women; higher education reform, curriculum development; higher education reform, faculty/staff development; anthropology and sociology, women; anthropology and sociology, faculty and staff development; anthropology and sociology, minorities; as well as similar categories for other disciplines. Of particular interest is Section 6, the Recipient Category Index, where grant recipients are identified by organization type (of which there are 36 categories), type of support awarded, and geographic location of recipient organization.

Guide to the Federal Funding Opportunities. The National Council for Research on Women, 1995.

This is a convenient list of federal agencies and their programs providing funding in areas relevant to women. The listing includes: the federal agency, the programs within each agency, a brief description of objectives, and names and phone numbers of the offices to contact for more information. This publication can be ordered from NCRW, 530 Broadway at Spring Street, NY, NY 10012-3920.

Jones, Francine, ed. *Corporate Foundation Profiles*, 8th ed. New York: The Foundation Center, 1994.

This book includes profiles of over 228 U.S. corporate foundations that give $1.25 million or more yearly, and briefer financial data on 1,000 smaller corporate foundations, using information gathered from annual reports, press releases, news and periodical articles, IRS 990-PF's, and directly from the foundations. Information in each profile includes name, address, and telephone number of the foundation; contact person; statement of purpose; limitations; policies and application guidelines; and officers, trustees and principal staff of the foundation. In addition, each profile gives detailed financial information; foundation publications available, including annual reports, informational brochures, reports, and newsletters; analysis of grants given, based on categories including subject, type of support, geographic distribution of funds, and type of recipients; and sample grants that intend to reflect the giving patterns of the profiled foundation.

___. *The Foundation 1000*. New York: The Foundation Center, 1994.

Published annually, this fact book provides information about the 1,000 largest foundations in the U.S., based on total annual giving. In addition to basic information about each foundation that is available in *The Foundation Directory*, *The Foundation 1000* entries include analyses of grants awarded, based on categories such as: subject area; type of recipient organization; type of support; designation for

special population groups; and geographic distribution (U.S. regional breakdown, as well as domestic,foreign, or international breakdown). In the case of company-sponsored foundations, pertinent information is given about the sponsoring company, including operation locations, number of employees, net worth, sales, and products or business activities. Sample grants that are representative of the typical award a foundation makes are also included. This is a good resource to use when a project requires a large amount of money. However, competition is usually intense for these foundation grants, because of the high visibility of the large foundations.

Krauth, Diana, and Susan Stanton. *How to Use the Catalog of Federal Domestic Assistance.* Rev. ed. Los Angeles, CA: Grantsmanship Center, 1990.

Highly recommended reading for grantseekers interested in obtaining federal government funding. This article demystifies the CFDA by outlining what an entry looks like, explaining how to use the CFDA, and how to find what you need. Includes several helpful sample pages from the CFDA.

National Directory of Corporate Giving. 3rd ed. New York: The Foundation Center, 1993.

This directory lists and describes corporations that have company-sponsored foundations and corporate direct giving programs. Information includes a general description of each company listed including: business activities; financial profile; corporate officers; subsidiaries; city and state of plants; and a giving statement. Addi-

tionally, the foundation or direct giving program is profiled, including: contact information; revenues and expenditures; donors; information about grants made; purpose and activities; fields of interest; types of programs funded; types of support; limitations; publications; and sample grants. Several indexes allow for a more convenient search for potential funding sources.

Periodicals

Some of the periodicals described on the following pages might be available at your institution's office of research administration or library.

Aris Creative Arts & Humanities Report. Academic Research Information System, The Redstone Building, 2940 16th Street, Suite 314, San Francisco, CA 94103.

This periodical lists program announcements and application deadlines for grants, fellowships, visiting scholar-in-residence programs, student intern programs, visiting professorships, and research awards in Arts and Humanities. A subject index is included at the back of each report. An annual subscription is $135.

ARIS Social and Natural Sciences Report.

Similar to the preceding publication, with the exception that it lists social and natural sciences. An annual subscription is $225.

The Chronicle of Philanthropy. P.O. Box 1989, Marion, Ohio 43305.

This periodical is an excellent value for only $67.50 for an annual subscription of 24 issues. Addressing both grantseekers and grantmakers (and not just specific to higher education), *The Chronicle* covers a wide range of issues. For example, one issue included articles and diagrams on topics such as fundraising, technology, grantmakers, education, international philanthropy, and managing non-profit groups, as well as a section entitled "of special interest to donors." The issue also included several pages of information regarding recently awarded grants, a list of deadlines for upcoming grants, and several pages of coming events, including conferences, workshops, and seminars.

Federal Grants & Contracts Weekly. Capitol Publications, Inc., P.O. Box 1453, Alexandria, VA 22313-2053.

This publication focuses on federal government grants. Information includes announcements of new grant competitions; notification of tentative plans to release grant announcements (for example, "the Defense Department plans next month to announce . . ."); and grantgetting tips based on a specific topic for each issue. An annual subscription of 50 issues is $379.

Foundation Giving Watch. The Taft Group, 835 Penobscot Building, Detroit, MI 48226-4094.

This monthly periodical addresses all nonprofit organizations seeking foundation funding. Contents of each issue includes: foundation updates;

recent grants; new foundations; new publication releases; a special topic article; a section featuring specific projects in certain geographic areas, based on readers' write-in requests; and a "Foundation Hotline," which includes updates for foundation contacts, including address, personnel, and other pertinent changes in information. Annual subscription is $149.

Whole Nonprofit Catalog. The Grantsmanship Center, 1125 W. Sixth Street, Fifth Floor, PO Box 17220, Los Angeles, CA 90017. Telephone (213) 482-9860. FAX (213) 482-9863.

The publishers of this periodical are "the world's oldest and largest training organization for the nonprofit sector." Advising on grantseeking, program management, and fundraising techniques, each issue thoroughly covers a specific topic. Previous issues have highlighted how to use the *Catalog of Federal Domestic Assistance*, and have provided a guide to the *Federal Register*. Subscriptions are free to staff of nonprofit and government agencies.

WORKS CONSULTED

Bauer, David G. *The "How To" Grants Manual: Successful Grantseeking Techniques for Obtaining Public and Private Grants*. 2nd ed. Phoenix, AZ: The Oryx Press, 1988.

Dinnerstein, Myra and Betty Schmitz, eds. *Ideas and Resources for Integrating Women's Studies into the Curriculum*, Vol. III. Tucson, AZ: Western States Project on Women in the Curriculum, Southwest Institute for Research on Women, 1989, pp. ix-x.

Floersch, Barbara. "A Grantseeker's Guide to the Federal Register." *The Grantsmanship Center/Whole Nonprofit Catalog*, Los Angeles, CA: Spring 1994, pp. 4-15.

Geever, Jane C. and Patricia McNeill. *The Foundation Center's Guide to Proposal Writing*. N.p.: The Foundation Center, 1993.

Margolin, Judith B. *The Foundation Center's User-Friendly Guide: A Grantseeker's Guide to Resources*. Revised edition. N.p.: The Foundation Center, 1992.

Moore, Jennifer. "Foundation Center Puts Information on the Internet," in *The Chronicle of Philanthropy*. Vol. VII, No. 8. February 9, 1995.

National Council for Research on Women. *Issues Quarterly*. "Philanthropy: Do 'Universal' Dollars Reach Women and Girls? A Special Report." Vol. 1, No. 2. New York: National Council for Research on Women, 1994.

Schmitz, Betty. *Integrating Women's Studies into the Curriculum*. Old Westbury, NY: The Feminist Press, 1985.

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Schuster, Marilyn and Susan R. Van Dyne, eds. *Women's Place in the Academy*. NJ: Rowman & Allanheld Publishers, 1985.

Smith, Carol H. and Ferris Olin, eds. *The New Jersey Project: Integrating the Scholarship on Gender, 1986-1989*. New Brunswick, NJ: Institute for Research on Women, The State University of New Jersey, 1990.

Spanier, Bonnie, Alexander Bloom and Darlene Boroviak, eds. "Support and Assessment: The Next Step" in *Toward a Balanced Curriculum*, pp. 155-187. Cambridge, MA: Schenkman Publishing Co., 1984.

About the Authors

Jolie Susan, a Women's Studies graduate of Towson University, has been working with NCCTRW, since its beginning in 1993, as a Development and Marketing Specialist. She became interested in curriculum transformation and wanted to contribute to its progress as the result of a Women's Studies class that adapted the approach and material of curriculum transformation faculty workshops to an undergraduate student setting. Recognizing the importance of funding in such work, she has attended classes and workshops on fund raising in Baltimore and Washington, DC, and has thoroughly researched the resources available for individuals who want to obtain money for education projects.

Sara Coulter is Professor of English at Towson University and Co-Director of the National Center for Curriculum Transformation Resources on Women, a project funded by The Ford Foundation and FIPSE. Since 1970 she has been a member of the Women's Studies program at Towson. Her extensive work in curriculum transformation includes co-directing two FIPSE projects: a three year project at Towson and a two year project involving five community colleges in the Baltimore-Washington area. In addition, she co-edited the two books produced by these projects and has consulted and presented on curriculum transformation at many institutions and conferences.

Sarah Jones earned her M.S. in Professional Writing from Towson University while working as a graduate assistant at the Institute for Teaching and Research on Women. She developed the initial idea for the *Funding* manual during an independent study project and has written and co-written several successful government and foundation grants. She currently does freelance writing for various publications, is a Teacher-Consultant with the Maryland Writing Project, and teaches middle school English and Latin at Harford Day School in Bel Air, Maryland.

Reader Comment

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Ch. 3: Researching Funding Sources	❑	❑	❑	❑
Ch. 4: Selecting Potential Funders	❑	❑	❑	❑
Ch. 5: Approaching the Funding Source	❑	❑	❑	❑
Ch. 6: Writing the Proposal	❑	❑	❑	❑
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Publications of the National Center for Curriculum Transformation Resources on Women

WOMEN IN THE CURRICULUM

The following publications consist of directories, manuals, and essays covering the primary information needed by educators to transform the curriculum to incorporate the scholarship on women. The publications have been designed to be brief, user friendly, and cross referenced to each other. They can be purchased as a set or as individual titles. Tables of contents and sample passages are available on the National Center Web page: http://www.towson.edu/ncctrw/.

➢ ***Directory of Curriculum Transformation Projects and Activities in the U.S.***

The *Directory* provides brief descriptions of over 200 curriculum transformation projects or activities from 1976 to the present. It is intended to help educators review the amount and kinds of work that have been occurring in curriculum transformation on women and encourage them to consult project publications (see also *Catalog of Resources*) and to contact project directors for more information about projects of particular interest and relevance to their needs.

295 pages, 8" X 11 hardcover, $30 individuals, $45 institutions, ISBN 1-885303-07-6

➢ ***Catalog of Curriculum Transformation Resources***

The *Catalog* lists materials developed by curriculum transformation projects and national organizations that are available either free or for sale. These include proposals, reports, bibliographies, workshop descriptions, reading lists, revised syllabi, classroom materials, participant essays, newsletters, and other products of curriculum transformation activities, especially from those projects listed in the *Directory*. These resources provide valuable information, models, and examples for educators leading and participating in curriculum transformation activities.

(Available fall 1997)

➢ ***Introductory Bibliography for Curriculum Transformation***

The *Introductory Bibliography* provides a list of references for beginning curriculum transformation on women, especially for those organizing projects and activities for faculty and teachers. It does not attempt to be comprehensive but rather to simplify the process of selection by offering an "introduction" that will lead you to other sources.

15 pages, 6 x 9 paper, $7, ISBN 1-885303-32-7

➢ ***Getting Started: Planning Curriculum Transformation***

Planning Curriculum Transformation describes the major stages and components of curriculum transformation projects as they have developed since about 1980. Written by Elaine Hedges, whose long experience in women's studies and curriculum transformation projects informs this synthesis, *Getting Started* is designed to help faculty and administrators initiate, plan, and conduct faculty development and curriculum projects whose purpose is to incorporate the content and perspectives of women's studies and race/ethnic studies scholarship into their courses.

124 pages, 6 x 9 hardcover, $20 individuals, $30 institutions, ISBN 1-885303-06-8

➢ ***Internet Resources on Women: Using Electronic Media in Curriculum Transformation***

This manual gives clear, step-by-step instructions on how to use e-mail, find e-mail addresses, and access e-mail discussion lists relevant to curriculum transformation. It explains Telnet, FTP, Gopher, and the World Wide Web, and how to access and use them. It discusses online information about women on e-mail lists and World Wide Web sites. Written by Joan Korenman, who has accumulated much experience through running the Women's Studies e-mail list, this manual is a unique resource for identifying information for curriculum transformation on the Internet. Updates to this manual will be available on the World Wide Web at http://www.umbc.edu/wmst/updates.html .

130 pages, 6 x 9 hardcover, $20 individuals, $30 institutions, ISBN 1-885303-08-4

➢ ***Funding: Obtaining Money for Curriculum Transformation Projects and Activities***

This manual is intended to assist educators who lack experience in applying for grants but are frequently expected to secure their own funding for projects. The manual provides an overview of the process, basic information and models, and advice from others experienced in fund raising.

150 pages,6 x 9 hardcover, $20 individuals, $30 institutions, ISBN 1-885303-05-x

➢ ***Evaluation: Measuring the Success of Curriculum Transformation***

This manual outlines several designs which could be used when assessing the success of a project. *Evaluation: Measuring the Success of Curriculum Transformation* is written by Beth Vanfossen, whose background in the teaching of research methods as well as practical experience in conducting evaluation research informs the manual's advice. Evaluation is an increasingly important component of curriculum transformation work on which project directors and others often need assistance.

(Available fall 1997)

➢ ***Discipline Analysis Essays***

Under the general editorship of Elaine Hedges, the National Center has requested scholars in selected academic disciplines to write brief essays summarizing the impact of the new scholarship on women on their discipline. These essays identify and explain the issues to be confronted as faculty in these disciplines revise their courses to include the information and perspectives provided by this scholarship. The series is under continuous development, and titles will be added as they become available. See order form for essays currently available.

27 - 60 pages, 6 x 9 paper, $7 each

➢ ***CUNY Panels: Rethinking the Disciplines***

Panels of scholars in seven disciplines address questions about the impact on their disciplines of recent scholarship on gender, race, ethnicity, and class. The panels were developed under the leadership of Dorothy O. Helly as part of the Seminar on Scholarship and the Curriculum: The Study of Gender, Race, Ethnicity, and Class within The CUNY Academy for the Humanities and Sciences. For this seminar CUNY received the "Progress in Equity" award for 1997 from the New York State Division of the American Association of University Women (AAUW).

56 - 85 pages, 6 x 9 paper, $10 each

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No. 5

Funding: Obtaining Money for Curriculum Transformation Projects and Activities provides basic information, models, and advice from successful grant applicants on how to pursue funding for faculty development projects, especially from federal agencies and private foundations. This manual is intended to assist educators who are frequently expected to secure their own funding for projects and lack experience in applying for grants. It takes the reader through the process of grant funding from initial development of an idea to the submission of a proposal and its outcome.

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